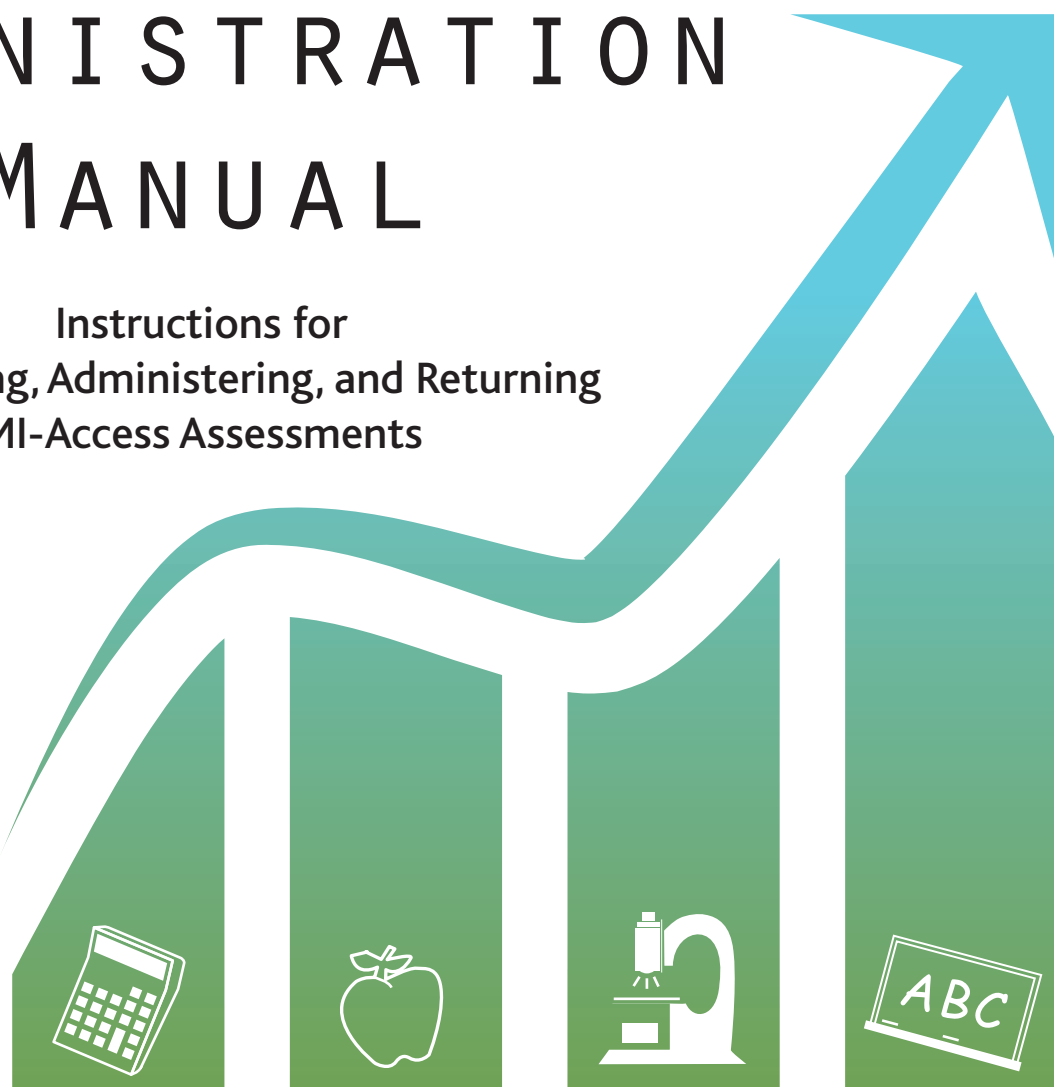




## Participation and Supported Independence

# TEST ADMINISTRATION MANUAL

Instructions for  
Distributing, Administering, and Returning  
MI-Access Assessments



**MICHIGAN STATE BOARD OF EDUCATION  
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# How to Use This P/SI Manual



## Introduction

This manual is intended to help those involved with administering MI-Access Participation (P) and Supported Independence (SI) assessments understand:

- how the administration process works from beginning to end
- recognize the unique features of P/SI
- the roles that school personnel play in the administration process

**Note:** This manual is developed for P/SI administrations only; a separate manual is available for Functional Independence (FI) on the [MI-Access webpage](http://www.michigan.gov/mi-access) ([www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)).

This manual covers paper/pencil aspects of the assessments, and the online score entries in the respective assessments.

Throughout this manual we may for brevity sake, reference “P/SI” when referring to Participation and Supported Independence in common areas of the assessments. The content of this manual is developed entirely for P/SI unless otherwise stated.

This manual is divided into seven sections:

**General Information** outlines calendar-related information in one place, to help school/district personnel prepare for, schedule, and administer the tests.

**Overview** describes assessment information that everyone involved in the MI-Access administration process needs to know. This includes important dates and resources to prepare for the testing window for all staff.

**Assessment Accommodations** discusses the unique approach to supports and accommodations when administering the P/SI tests.

**Test Administrators** covers information specific to fulfilling the role of a Primary and Shadow Assessment Administrator (PAA/SAA).

**Building/School Coordinators** covers information specific to fulfilling the role of a Building MI-Access Coordinator before, during, and after testing along with resources and checklists.

**District Coordinators** covers information specific to fulfilling the role of a District MI-Access Coordinator before, during, and after testing along with resources and checklists.

**Materials Return Instructions** describes in detail how schools or districts are to return all testing materials to the MI-Access contractor for scanning/scoring and processing of secure materials.



**Appendices** includes detailed information to assist administrators before, during and after the 2018 MI-Access administration.

Everyone involved in MI-Access testing must read the manual. They should be completely familiar with the section(s) related specifically to their role(s) in the test administration process.

## Testing Icons

The MI-Access P/SI assessments are administered with paper/pencil materials by two independent administrators. Once testing is completed, the primary administrator enters both administrators' observation scores online.

Since these assessments have both types of test administration (paper/pencil and online), the MDE has developed two icons— a pencil to represent paper/pencil testing and a computer to represent online testing. When a section of the manual applies only to one mode of administration, the corresponding icon will appear. Sections without icons pertain to general administration processes.

Icon	Mode
	Paper/Pencil
	Online

## Important Dates

The window for administering the MI-Access tests covers seven weeks. However, you are advised to complete testing as early in the window as possible. You will also notice the grades are not designated, as is the case with the M-STEP assessments. This simply means the P/SI administrators may select the content based on student needs and their internal scheduling. A list of important dates may be found in Appendix A for the activities before, during, and after the assessment.

Spring 2018 Testing Schedule for Summative Assessments																
Assessment	Week Of															
	2/5 -2/9	2/12 -2/16	2/19 -2/23	2/26 -3/2	3/5 -3/9	3/12 -3/16	3/19 -3/23	3/26 -3/30	4/2 -4/6	4/9 -4/13	4/16 -4/20	4/23 -4/27	4/30 -5/4	5/7 -5/11	5/14 -5/18	5/21 -5/25
M-STEP Grades 5, 8, and 11										4 weeks						
M-STEP Grades 3, 4, 6, and 7													4 weeks			
MI-Access Alternate Assessments										7 weeks						
College Entrance: SAT with Essay										4/10 only		4/24 only				
Accommodations Testing										4/10-4/24						
Work Skills: ACT WorkKeys										4/11 only		4/25 only				
Accommodations Testing										4/11-4/24		4/25-5/1				
PSAT*										4/10 or 4/11		4/24 or 4/25				
Accommodations Testing										4/10 - 4/24						
WIDA ACCESS for ELLs 2.0	7 weeks															
WIDA Alternate ACCESS for ELLs	7 weeks															

\* Schools can elect to administer the PSAT test to 9th graders on one day, 10th graders on the other day, or test both grades on the same day. As long as all students in the **same grade** are tested on the **same day**, schools can choose which date works best for them for both the initial test dates and the makeup test dates.

**NOTE:** Paper/Pencil test dates for the M-STEP ELA, mathematics, science, and social studies assessments will occur on designated dates within the testing windows.



Important Pre-Testing Activities		
Pre-ID Window	Opens <b>January 8, 2018</b> Closes for pre-printed barcode labels (paper/pencil testers): <b>February 13, 2018</b> Closes for online test session pull: <b>February 13, 2018</b> Remains open for new students through the test window	
Initial Order Window	<b>January 8–February 13, 2018</b>	
Additional Order Window	<b>April 3 – May 22, 2018 (at noon)</b>	
Spring Coordinator Live and Taped WebEx	<b>March 7, 2018</b> (live) The recorded version will be available in eDIRECT soon after the live production (This webex covers eDIRECT and Insight functions. Watch Spotlight for details).	
	eDIRECT opens to add/edit test sessions for printing tickets for online score entry after testing.	<b>March 9, 2018</b>
Initial Test Materials Arrive in Districts	For all grades <b>March 26 – March 28, 2018</b>	For any entities requesting alternate delivery <b>April 2 – April 4, 2018*</b>
Test Administration Window	<b>April 9 – May 25, 2018</b>	
P/SI Student response entry to online answer document deadline	<b>May 25, 2018 at 4:00 PM</b>	
Return of Materials end date	<b>May 30, 2018</b>	
* District/schools may request an alternate delivery date for the materials to arrive between April 2-4, Schools should complete the Alternate Delivery Request on the Secure Site during initial material ordering period from <b>January 8, 2018 to February 13, 2018.</b>		

## The Educational Entity Master (EEM)

The Educational Entity Master (EEM) is a state repository that contains basic contact information for public schools, nonpublic schools, intermediate school districts, and institutions of higher education.

Because the EEM serves as the directory for identifying and linking educational entities with other data collection applications, it is imperative that districts and schools keep their information up to date. The MDE Office of Educational Assessment and Accountability (OEAA) will use this information in various ways throughout the MI-Access testing process.

The EEM may be accessed [online at the web page](http://www.michigan.gov/eem) (www.michigan.gov/eem). The EEM may be viewed by anyone, but it can only be updated by an authorized district EEM user. This is usually the district student pupil accounting person. Those who are unfamiliar with the EEM's many functions can find helpful resources on the site.

## What's New This Year (Or Not So New)

Every year brings some changes or adjustments to the assessment process. Some of these changes are highlighted here:

- The Test Administrator Manual (TAM) has been changed for 2018. This year, MI-Access FI has been separated into its own TAM. As a result, the P/SI assessments have a separate TAM as well. The TAMs will cover the unique characteristics of the assessments, including the paper/pencil and online features of each assessment type.
- This year, districts and schools have the option of having all testing materials shipped directly to individual schools; they can do this by changing the designated destination on the Secure Site order page. This change will also allow the schools to return the materials directly to the scanning contractor after testing. If no change is made, the shipment will go to district by default.
- Materials return will include a green Special Handling envelope for returned items that require unique processing, such as damaged testing material. A diagram for returning material has been provided in appendix E.
- The Reporting Code Sheets will no longer be utilized; schools may enter codes in the Secure Site as needed.
- The return process for MI-Access test materials has been changed and simplified to more closely resemble the M-STEP procedures. (See Material Return Diagram in appendix E)

## Call Center and Contact Information

The OEAA has a call center to help answer any questions related to MI-Access testing. Agents are available to answer questions at the following toll-free phone number during specific hours.

Call Center number 1-877-560-8378

Normal Hours: 8:00 AM–5:00 PM (M–F)

Testing Window Hours: 7:00 AM–5:00 PM (M–F)

The table below shows the options related to MI-Access testing that can be selected by calling the OEAA Call Center.

Topic	Option
Known or suspected cheating or unethical testing practices on any state assessment	1
eDIRECT, INSIGHT, TSM, or online assessment tools	2
Secure Site, M-STEP, MI-Access, Accountability, or Reporting	3

Any assessment related questions may also be submitted by sending an [email](#) at any time to [mde-oeaa@michigan.gov](mailto:mde-oeaa@michigan.gov), for a quick and thorough response.

For any eDIRECT or Insight question you may also send an [email](#) to [MIsupport@datarecognitioncorp.com](mailto:MIsupport@datarecognitioncorp.com).

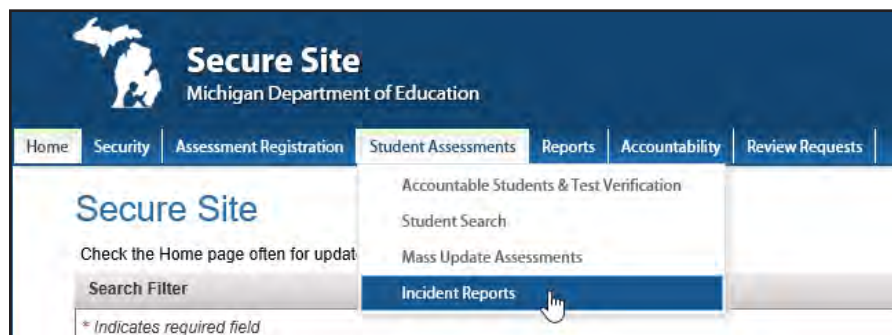
## Incident Reporting

Incident reporting is a process that must be completed by District MI-Access Coordinators on the Secure Site when:

- requesting a new test (online or paper/pencil)
- requesting a regeneration of an online test
- reporting test irregularities and misadministrations
- marking a test "Do Not Score" (paper/pencil and online)
- marking a test "Prohibited Behavior"
- marking a test "Nonstandard Accommodation"

If any testing irregularities occur before, during, or after testing, the District MI-Access Coordinator must file an incident report in the OEAA Secure Site as soon as possible. You will find detailed information on how to access and use the [Secure Site Incident Reporting tool](http://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf) ([http://www.michigan.gov/documents/mde/Incident\\_Reporting\\_520328\\_7.pdf](http://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf)).

We strongly encourage schools and districts to be transparent even if they are unsure of the outcome. Withholding information could present a more serious security issue if unreported and then discovered later. All incident reports should be submitted on the OEAA Secure Site under the student assessment drop-down menu (see below).



## Security

All assessment materials that contain test questions or student responses are considered secure materials and must be handled in a way that maintains their security before, during, and after testing. This includes assessment materials, accommodated materials, test tickets, and test rosters. The following is more detailed information related to security that all District/School Coordinators and Test Administrators must keep in mind when they have secure test materials in their possession.

- Secure materials are bar-coded and recorded on the security checklists accompanying shipments. These materials must be returned to the scoring contractor. **Schools must account for every secure item included on the materials list.**
- Test tickets used to enter students scores from the PAA/SAA are secure materials and must be treated as such. Test rosters, which automatically print along with test tickets, are also secure.
- All secure materials must be retained in one secure, locked location within the school. During the test administration window, the materials must be distributed and collected daily.
- **No test materials that contain test questions or student responses may be copied at any time or retained in the schools.**
- The use of cameras or cell phones and posting pictures to social media sites is an enormous security risk. **Photographs may not be taken at any time during assessments** by students or staff. If students violate this policy, their tests must be marked as "Prohibited Behavior."
- The MDE has developed a Security Training series through Michigan Virtual University to help train staff involved in any student assessment activities. The training modules are available through [Michigan Virtual University](http://bit.ly/MDEAssessmentSecurity) (<http://bit.ly/MDEAssessmentSecurity>).

## OEAA Security Compliance Form

The State Board of Education approved Assessment Integrity Guide, which is available on the [MI-Access web page](http://www.michigan.gov/mi-access) (www.michigan.gov/mi-access), establishes rules for how each state-level assessment should be administered. The Guide also includes information on roles and responsibilities, test preparation, administration irregularities, and security. The Assessment Integrity Guide should be downloaded and read by all assessment staff prior to every assessment cycle, as it contains specific information and directions for individuals based on their assessment responsibilities. By following the guidelines in the Assessment Integrity Guide, schools ensure that:

- students' test results are valid
- the testing context is equitable for all students
- all practices are ethical

Once the Guide has been read and any local security training has been completed, every staff member associated with any testing must sign a Security Compliance Forms, which can be found in the initial testing material shipment (see copy in appendix G). The Office of Assessment and Accountability (OEAA) Security Compliance Form affirms that staff members:

- have read the required assessment documents related to their role in the MI-Access administration process, and
- understand their role and responsibilities.
- All OEAA Security Compliance Forms must be returned to the District/Building Coordinator and kept on file for three years.

## OEAA Communications with Schools and Districts

Keeping educators up to date regarding important dates, changes, and accountability is critical. The OEAA communicates with the field in several ways, including:

- Spring 2018 Administration presentation (Recorded session on webpage) scheduled for mid-March
- The weekly OEAA-published newsletter "Spotlight" is available to the public. Sign up to receive the newsletter and/or read archived copies on the [MI-Access web page](http://www.michigan.gov/mi-access).



- The [MI-Access web page](http://www.michigan.gov/mi-access) (www.michigan.gov/mi-access).
- [eDIRECT](https://mi.drcdirect.com) (https://mi.drcdirect.com).
- The "Announcement" page on the [Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure)
- Presentations at state conferences, including the Michigan School Testing Conference each February
- [MI-Access webpage](http://www.michigan.gov/mi-access) (www.michigan.gov/mi-access) contains virtually all necessary materials and training resources for a successful administration.

Please check these sources regularly to stay up to date on assessment and accountability related dates, issues, and activities.

# P/SI Assessment Overview

MI-Access is Michigan's alternate assessment based on alternate state standards. It is designed for students with the most significant cognitive impairments whose Individualized Education Program (IEP) teams have determined that it is not appropriate for them to participate in the state's general education assessments (the Michigan Student Test of Educational Progress [M-STEP] or the Michigan Merit Examination (MME).

## Students Tested with MI-Access

MI-Access assessments are available at three student levels.

- The **Functional Independence (FI)** assessments are for students who have, or function\* as if they have significant, yet more mild cognitive impairment. These students typically can, with assistance, assess their personal strengths and limitations, and access resources, strategies, supports, and linkages to help them maximize their independence.
- The **Supported Independence (SI)** assessments are for students who have, or function as if they have, moderate cognitive impairment. These students may also have both cognitive and physical impairments that impact their ability to generalize or transfer learning; however, they usually can follow learned routines and demonstrate independent living skills.
- The **Participation (P)** assessments are for students who have, or function as if they have, a severe cognitive impairment. These students may have both significant cognitive and physical impairments that limit their ability to generalize or transfer learning, and thus makes determining their actual abilities and skills difficult.

It is up to the student's IEP team to determine which MI-Access assessment is most appropriate for the student based on his or her cognitive functioning level, curriculum, and instruction. MI-Access is designed for students working toward the alternate achievement standards. Students whose instruction is based on Michigan's general content standards should be assessed using the general assessments appropriate for the student's grade level (M-STEP, PSAT, SAT).

**Please note:** This manual is designed for the P/SI assessments only. A separate FI manual is posted on the MI-Access webpage.

## Consequences of Assessment Decisions

When deciding whether a student should participate in an alternate assessment based on alternate state standards, IEP teams must consider some important consequences.

- If a student participates in a MI-Access Functional Independence assessment, it is assumed that the student is receiving instruction based primarily on Essential Elements with the High Range of Complexity, Extended Grade Level Content Expectations, Extended Benchmarks, and/or Extended High School Content Expectations.
- Being directed onto a divergent path at a young age may have consequences later and may prevent the student from progressing on Michigan's General Grade Level Content Expectations as needed to meet all the requirements of the Michigan Merit Curriculum.

Placing students in an alternate assessment should not rely on the perceived notion that the student will perform better there. This is an IEP decision and should center around the instructional norms for the student.

**Footnote:** \*The phrase "function as if they have" refers to students who adaptively function in environments that differ from their special education categories and, as a result, should be given the MI-Access assessment that best suits their "adaptive functioning" level of independence. To obtain more information on the students being tested, go to the MI-Access web page ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)). Target Essential Elements are as developed by: Dynamic Learning Maps Consortium (2013). *Dynamic Learning Maps for Mathematics and English Language Arts*. Lawrence, KS: University of Kansas.

## Content Areas Assessed

Currently, the P/SI assessments cover three content areas: English language arts (ELA), mathematics, and science. As required by federal law, the assessments reflect Michigan's state standards Grade Level Content Expectations (GLCEs), High School Content Expectations (HSCEs), and/or Benchmarks in these content areas. Alternate content standards, reflecting the previously mentioned general content areas, exist as an option for students with the most significant cognitive disabilities. The Essential Elements with Michigan's range of complexity (EEs), Extended GLCEs (EGLCEs), Extended HSCEs (EHSCEs), and Extended Benchmarks (EBs) on which the P/SI assessments are based, can be downloaded from the [MI-Access web page](http://www.mi.gov/mi-access) ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)).

While FI flexibility exists between MI-Access and M-STEP for any given content area, it should be noted that there is No flexibility for P/SI and within MI-Access itself. In other words, a student may NOT be assessed in more than one MI-Access assessment type in the test cycle. Mixing the MI-Access types would lead to invalidation of some content areas assessed.

Content Area	Grade						
	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	11 <sup>th</sup>
ELA	✓	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓	✓	✓
Science		✓			✓		✓

Following is a brief description of each P/SI content area assessment.

### P/SI ELA Assessments

The P/SI ELA assessments focus on the four claim areas of: Comprehending text in increasingly complex ways, Writing (text types and purposes), Communicating for a range of purposes and audiences, and Investigating topics and presenting information. There are 15 items on each Participation ELA assessment and 20 items on each Supported Independence ELA assessment.

### P/SI Mathematics Assessments

The P/SI mathematics assessments focus on the four mathematics claim areas of Number Sense, Geometry, Measurement Data and Analysis, and Algebraic and Functional Reasoning. There are 15 items on each Participation mathematics assessment and 20 items on each Supported Independence mathematics assessment.

### P/SI Science Assessments

The P/SI science assessments focus on five areas or strands:

1. Constructing New Scientific Knowledge
2. Reflecting on Scientific Knowledge
3. Using Life Science
4. Using Earth Science
5. Using Physical Science



There are 20 items on each Participation science assessment and 22 items on each Supported Independence science assessment. Important note: P/SI will assess science in grades 4, 7, and 11. M-STEP is conducting a science field test this year for grades 5, 8, and 11.

### Social Studies Assessment

Currently, there are no MI-Access P/SI assessments for social studies. Therefore, a student's IEP Team must determine what other assessment will be used. In addition, the state is requiring district/schools to report information on students who would take a state-level alternate assessment in that content area if it were available. In the OEAA Secure Site (at <https://baa.state.mi.us/oeaaSecure>), under Accountable Students and Test Verification, district/schools must indicate for all P/SI students:

1. which social studies assessment the student took (either a locally-or commercially-developed one)
2. the item types used on that assessment
3. whether the student was proficient
4. how proficiency was determined

(See the [Secure Site training page](https://www.michigan.gov/securertraining) [www.michigan.gov/securertraining] for detailed entry information.)

### Item Formats

The P/SI assessments use two item formats.

- Activity-Based Observations: items are presented to students during familiar classroom activities or routines. These activities or routines provide a performance context in which specific Essential Elements, EGLCEs, EHSCEs, and/or EBs can be assessed.
- Selected Response: students are read an item stem, or question, and asked to select the correct response. The following table provides a detailed description of each item format and how it is to be administered.

Participation and Supported Independence Item Formats						
Item Format	Participation			Supported Independence		
	ELA	Mathematics	Science	ELA	Mathematics	Science
Activity-based observation	✓	✓	✓	✓	✓	
Selected-response with 2 picture answer choices	✓	✓	✓			
Selected-response with 3 picture answer choices				✓	✓	✓

## Ungraded Students

For the very rare cases where students are ungraded in the Michigan Student Data System (MSDS), the table below shows how to determine which “grade” assessment these students should take. (If a student is retained, they must be retested in grades 3–8, but not in grade 11.)

Age-to-Grade Conversions	
Ungraded Student Age*	Corresponding Assessment Grade
9	Grade 3
10	Grade 4
11	Grade 5
12	Grade 6
13	Grade 7
14	Grade 8
15	Grade 9
17	Grade 11
* Students must be these ages on or before December 1 of the school year in which the assessment is administered. For ages to apply, the student must be entered in the Michigan Student Data System (MSDS) as “ungraded.”	

## Ordering Assessment Materials

It is up to each district to determine who will handle placing orders for paper/pencil test materials, either the District Coordinator or the Building Coordinator. All test material orders must be entered through the [Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure). Here are several items to remember:

- If Coordinators do not have a Secure Site user ID and password (which are required to enter the site), they should contact their District Administrator (as assigned by the District Superintendent), who has responsibility for maintaining the site at the district level.

- A user must have a MEIS Login to login to the Secure Site system.
- The Secure Site Login screen contains a link to the Request MEIS ID Process.
- If the user has a MEIS ID but does not have access to the Secure Site system, the system will display a screen where the user can request access after logging on with a MEIS login.
- Each year, enhancements are made to the Secure Site to streamline and improve the ordering process; therefore, be sure to review the “Material Ordering” section in the [training site](http://www.michigan.gov/securesitetraining) (www.michigan.gov/securesitetraining)

There are two different types of orders that may be placed—initial material orders and additional material orders.

### Initial Material Orders

Coordinators are reminded before each assessment window by the OEAA to enter initial material orders in the OEAA Secure Site. These orders must be submitted at specific times and will be used by the MI–Access contractor to determine the number and types of assessment materials that need to be printed and sent to each district/school for distribution.

### Additional Material Orders

If the initial material orders entered by Coordinators are based on sound estimates and there are no changes, then additional materials should not be needed. However, the school Coordinators may need to make “additional” orders in the OEAA Secure Site if:

- there are new students, assessment administrators, classrooms, or schools
- a student’s IEP Team determines that a different assessment should be administered
- an initial material order was not placed or received



When materials are shipped, school packing lists and security lists are included indicating which assessment materials are enclosed and in what quantity. If the number of materials shipped does not match what is stated on the packing list and security list, District/School Coordinators need to submit an additional order.

In addition, it is important to report missing materials because many of them are considered “secure” and will be tracked for assessment integrity purposes. If there is a discrepancy in the materials received, please contact the OEAA call center. (Please note that there is an “Order Summary” screen on the MDE Secure Site that shows what materials districts have ordered.)

## Pre-Identification (Pre-ID) Information

The OEAA requires that all students taking state-level assessments be pre-identified. The OEAA will automatically pre-ID all students from the fall MSDS general collection to the general assessment (i.e. M-STEP and MME components). It is the responsibility of the school or district to:

- move the students from the general assessment to the correct MI-ACCESS assessment
- identify which type of MI-Access assessment will be given (FI, SI, or P). This can be done using the Mass Update. Specific instructions for this process can be found in the [training site](http://www.michigan.gov/securesitetraining) (www.michigan.gov/securesitetraining).

When completing the Pre-ID process, be sure to indicate which type of MI-Access assessment (Participation, Supported Independence, or Functional Independence) and content area each student will take. Once the pre-ID is completed you may then place test material orders.

All students need to be identified in a special education program by the end of May in MSDS. If a student is tested with MI-Access but NOT flagged as “Special Education,” he or she will be considered “Not Tested.” (Contact your local Pupil Accounting Person to ensure that students are flagged correctly in the MSDS data files.) Students may also be flagged at the same time to indicate that they are participating in a Shared Educational Entity (SEE) or in a Specialized Shared Educational Entity (S2E2).

## Roles and Responsibilities

### New Administrator and Assessment Coordinator Primer

OEAA has developed this guiding document for all new administrators/coordinators, which is posted to the [MI-Access webpage](http://www.michigan.gov/documents/mde/Admin_and_Coordinator_Primer_jl_540251_7.pdf) (www.michigan.gov/documents/mde/Admin\_and\_Coordinator\_Primer\_jl\_540251\_7.pdf). This brief document is an excellent resource for training staff, and it explains the role of coordinators and administrators. The Primer provides specific steps to setup your staff for success before, during, and after the testing. Please refer to the [Primer for guidance](#) in setting up coordinator roles in the Secure Site and eDIRECT (http://www.michigan.gov/documents/mde/Admin\_and\_Coordinator\_Primer\_jl\_540251\_7.pdf).

There are several roles associated with MI-Access testing:

- District Coordinators (DCs)
- Building Coordinators (BCs)
- Assessment Administrators (AAs) who are associated with both the online and paper/pencil modes of testing
- For P/SI there will be a Primary Assessment Administrator (PAA) and a Shadow Administrator (SAA)
- Technology Coordinators (TCs) are associated with online testing only

Each role is briefly outlined below. DCs and BCs each have their own section of this manual with more information on each of the listed tasks.

### Technology Coordinators

- The only technical requirement for P/SI is to access to eDIRECT to manage sessions and internet access for the PAA to enter student scores.
- It is not necessary to use INSIGHT testing engine for the P/SI assessments.
- Should be available to District and Building Coordinators in the event of a technology issue during score entry by PAA.

### Assessment Administrators (see AA section for further details)

- Read through all the test materials and coordinate testing preparation with the shadow administrator on the optimum approach for your students assessment needs.
- Arrange the testing environment, which includes creating a testing environment that resembles an instructionally-embedded routine for the students.
- Assist students with assessment items as directed in the rubric.
- PAA and SAA must independently and simultaneously observe and score the students responses on the scoring documents.

- The PAA must collect scoring documents and is responsible for entering the PAA and SAA scores in the online answer document.
- All secure testing materials are required to be returned. Other testing items must be retained locally. See the Return Materials section for details.

### Building/School Coordinators (see BC section for further details)

- Schedule and coordinate administration during testing window.
- Schedule and conduct training of Assessment Administrators.
- Coordinate score entries online with the PAA.
- Print and distribute test tickets for the PAA to use when entering the student scores into the online answer document after testing.

### District Coordinators (see DC section for further details)

- Serve as backup support for Building Coordinators.
- Responsible for making sure assessment material orders are completed by schools as needed.

# Assessment Accommodations



The MI–Access assessments were developed using universal design principles, which are based on the premise that every child deserves to participate in assessment, and that assessment results should not be affected by disability, gender, ethnicity, or English language ability. In addition, universally designed assessments aim to reduce the need for assessment accommodations, by removing access barriers associated with the assessments themselves. Following are examples of some of the universal design principles that were used to develop the P/SI assessments:

- Many of the items on the P/SI assessments use an activity-based observation format, because the formats typically used on traditional paper-and-pencil or online student-facing tests are not considered appropriate for the student populations being tested.
- The selected-response items on the P/SI assessments use picture card answer choices instead of word answer choices, because most students taking these assessments are not fluent readers and because picture identification is a typical part of their instruction. (The use of objects is also allowed if assessment administrators believe students will respond more readily to objects than to pictures or if students with visual impairment cannot see the pictures adequately.)

Despite every effort to ensure that the MI–Access assessments are accessible, it is understood that some students may still need accommodations to participate fully and meaningfully in assessment. Additional information about Universal Tools, Designated Supports, and Accommodations can be found in the Supports and [Accommodations Table](#) ([www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)).

## Assessment Accommodation Decisions

All decisions about which accommodations a student needs must:

- be made by the student’s IEP Team
- be documented in the student’s IEP by content area
- reflect what the student routinely uses or how he or she routinely responds during instruction (in other words, it is not appropriate to introduce a new accommodation just for the assessment)

Assessment administrators (and accommodations providers, if used) are responsible for making sure the assessment accommodations are available during the assessment and for tailoring them, as needed, to the assessment situation.

## Assessment Accommodations for P/SI

Because many of the items on the P/SI assessments use an activity-based observation format and are administered during everyday classroom activities and routines, designated supports and accommodations specific to the assessment may not be needed. The student will simply do whatever he or she typically does during instruction using the same accommodations he or she would use in the classroom. Nonetheless, assessment administrators do have the option of using accommodations should they be needed.

### Group vs. One-on-One Administration

Group administration is not recommended for the P/SI assessments due to the unique nature of the items. For example, while some activity-based observation items may take place in the context of a group, these require the Primary and Shadow administrator to focus their full attention on the student being tested; therefore, only one student may be observed and scored at a time. Similarly, because selected-response items require the use of picture cards and specific presentation styles, these items must be administered in a one-on-one situation (even though some students may be able to read the items and mark their own responses in the assessment booklet).

### Modifying Items for Students with Physical Limitations

Assessment administrators may modify activity-based observation items for students with physical limitations when necessary, as long as the modifications still allow the student to demonstrate his or her understanding or knowledge of the scoring focus. For example, a mathematics item that requires students to demonstrate their ability to count to ten while completing a physical fitness routine—such as doing jumping jacks or sit-ups—can be modified so students with physical limitations can count in some other way, perhaps by clapping, blinking, nodding, or tapping the desk. The important part of this item is not the context—a physical fitness routine—but the scoring focus, which measures counting.

### Readers

The only time readers may be needed for the P/SI assessments is on selected-response items. For these items, a reader is considered a standard assessment accommodation; this means that both the item stem and the words that accompany the picture answer choices may be read aloud to the student, except when specifically noted in the student's assessment booklet. (Do Not Read Aloud Tables have been included at the front of each assessment booklet, indicating which item stems and/or answer choices may not be read aloud.)

### Timing, Setting, and Response Modes

Regardless of the item format (activity-based observation or selected response), assessment administrators are allowed to adjust the assessment timing, setting, presentation, and response mode to enable a student to demonstrate his or her knowledge of the concepts being assessed. For example, when presenting items, assessment administrators may adjust the presentation of a picture or sound item so that students with visual or hearing impairment can access them in the same way they would access such information during instruction (as long as the adjustment does NOT change the construct being measured). It is also important to note that not all items or even an entire content area are required to be completed in the same day. It is preferable that the activity-based observation items be delivered during a familiar, typical instructional situation. With regard to response modes, the assessment administrator may decide to have the student vocalize, eye gaze, or point instead of providing an oral response to indicate a choice or demonstrate knowledge.

Other types of adjustments that could be made without affecting a student's score on the P/SI assessments are detailed on the following page.

### Timing/Scheduling

Among other actions, the PAA may:

- determine the number of assessment items the student will be administered in one sitting
- allow adequate motor and processing response time for the student
- allow adequate time for the completion of comprehension activities
- monitor the student for fatigue (stop as needed)
- For the best and most meaningful results, PAAs should make every effort to complete the entire test.

## Setting

Among other actions, the PAA may:

- administer the assessment in a setting that is familiar to the student
- Choose a distraction-free space, when appropriate

## Presentation

Among other actions, the PAA may:

- tailor directions to a student's movement abilities or physical access
- enlarge or minimize materials specific to a student's visual acuity and field
- determine whether the student requires an object, actual photograph, or line-drawing pictorial representation to better understand materials or to demonstrate responses to questions
- use objects or tactile symbols when pictures cannot be visually accessed
- set up a system (or systems) for students using computer scanning, augmentative communication, or low-tech picture and/or word communication so the PAA can scan through or point to pictures, words, numbers, objects, etc. while administering the assessment.
- With Activity Based Observations (ABOs) the PAA may present the same as during a routine instructional day for the student. Not every item lends itself to presenting twice as with objects or picture cards.

## Response

Among other actions, the PAA may:

- set up materials (e.g., pictures, objects, etc.) that the student can gaze at, touch, or point to with a pointer to demonstrate understanding
- use a picture symbol program and arrange familiar pictures, numbers, and/or words in the student's vocabulary in a computer scanning program or on a communication system
- provide access to voice output systems (screen readers), word predictors, or storywriter programs with switch outputs for students who use these tools for written output
- allow the student to smile, eye gaze, nod, use an assistive technology device, etc. to indicate a choice or preference
- watch for signals of communicative intent from the student (these may include changes in posture, body position, respiration, voice, movement, or facial expression)
- look for a pattern of behavior (e.g., head down, twitching) that may indicate attention or a consistent response from the student
- provide appropriate computer access, including computers with switching systems, voice output, voice activation, accessible keyboards, touch windows, screen enlargement programs, etc.
- convert pictures to tactile graphics or even Braille basic text (using a format the student is familiar with) for students who may be emerging Braille readers

# Assessment Administrator



## Administrator Quick List

Major Tasks to Complete Before, During, and After Assessment Administration

### BEFORE

- Read this entire section to learn how the assessments are designed and should be administered
- Complete the MI–Access P/SI Scoring Rubrics Online Learning Program
- Complete and return an OSA Security Compliance Form
- Inventory the materials received
- Set aside the assessment administrator booklets, scoring documents, and student picture cards for each administrator (PAA and SAA)
- Review the assessment booklets with the SAA, along with scoring documents, scoring rubrics, and picture cards, to prepare for assessment administration
- Meet to clarify roles and responsibilities of PAAs and SAAs, and determine student response modes as well as assessment strategies
- Schedule the assessments
- Read the “Assessment Integrity Guide” found on the MI-Access web page

### DURING

- Administer the assessments as directed
- Relay questions to the School MI–Access Coordinator as needed
- Ensure that professional assessment administration practices are followed

### AFTER

- PAAs must transfer both PAA and SAA scores and/or condition codes to the online answer document by **May 25, 2018** (scores from both PAA and SAA must be marked)
- Assemble the all Student Picture Cards and place the original cover sheet with the security barcode listed on top for return
- Return used and unused materials to the School MI–Access Coordinator
- Complete the online feedback survey on the MI-Access webpage



## About the Assessment

In order to yield valid assessment data, it is important that assessment administrators understand how the Participation and Supported Independence (P/SI) assessments are designed and how they should be administered. Therefore, the first portion of this section is dedicated to providing detailed information about the assessments themselves. The remainder of the section explains:

- the assessment administration process
- how to enter scoring data on the online answer document
- how to use, complete, and return the P/SI assessment materials

## Assessment Administrators

The P/SI assessments are designed:

- to be administered by two school staff members
  - one certified professional staff member (such as a teacher, school psychologist, related service provider, or teacher consultant) who will act as the Primary Assessment Administrator (PAA),
  - another certified staff member (as described above) or other school personnel (such as a highly qualified\* paraprofessional) who will act as the Shadow Assessment Administrator (SAA).
- Both the PAA and SAA must be familiar with the student and must not impede or influence any interaction particular to an assessment item.
- All decisions about when to provide the student with assistance and what type of assistance should be made by the PAA.

- The SAA is present only to simultaneously and independently provide a second score for the student.
- PAAs and SAAs must be sure to complete the MI-Access P/SI Scoring Rubrics Online Learning Program available in the [Professional Development section](http://www.mi.gov/mi-access) ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)) prior to testing.

**Note:** The P/SI assessments use test booklets and “Scoring Documents” (provided with test materials) during test observation to document the student responses. There are no paper answer documents for P/SI since the student responses will be entered in an online portal. The portal is designed for the primary administrator to enter the PAA and SAA scores directly using a student test ticket. (See MI-Access web page for P/SI entry instructions under “Assessment Window” and Welcome page of DRC).

## Content Areas Assessed

Currently, the P/SI assessments cover three content areas:

- English language arts (ELA)
- mathematics
- science

As required by federal law, the assessments reflect Michigan’s state standards Grade Level Content Expectations (GLCEs), High School Content Expectations (HSCEs), and/or Benchmarks in these content areas. Alternate content standards, reflecting the previously mentioned general content areas, exist as an option for students with the most significant cognitive disabilities. The Essential Elements with Michigan’s range of complexity (EEs), Extended GLCEs (EGLCEs), Extended HSCEs (EHSCEs), and Extended Benchmarks (EBs) on which the P/SI assessments are based, can be downloaded from the [MI-Access web page](http://www.mi.gov/mi-access) ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)).

*\*Footnote: A “highly qualified” paraprofessional is a school employee who performs the duties and meets the requirements of a noncertified district employee providing instructional support under Title 1, Part A of the No Child Left Behind Act. (For more information on highly qualified criteria, go to [www.mi.gov/mde](http://www.mi.gov/mde).)*

## Administering P/SI Selected-Response Items

Selected-response items have three components:

- the item stem (or question)
- the scoring focus (a short statement that links the item to the EGLCE, EHSCE, or EB being measured)
- picture answer choices

The Participation items have two picture answer choices and the Supported Independence items have three picture answer choices. When administering selected-response items, there are a number of important factors to keep in mind.

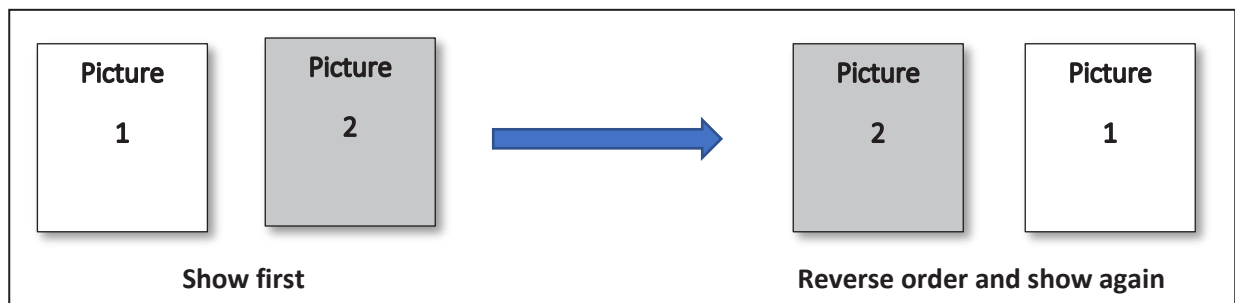
### Reading Selected-Response Answer Choices Aloud

In most cases, the picture answer choices are accompanied by labels that may be read aloud to the student along with the item stems. There are, however, some instances where reading the labels that accompany the pictures would give the answers away; therefore, in these instances, the labels have been omitted and students must respond to the questions without verbal assistance. (The only exception is for Word Recognition items where the labels remain because students need to see the actual words.) There is a Do Not Read Aloud Table at the front of each student assessment booklet, indicating which items, or parts of items, should not be read aloud.

### Using Picture Cards

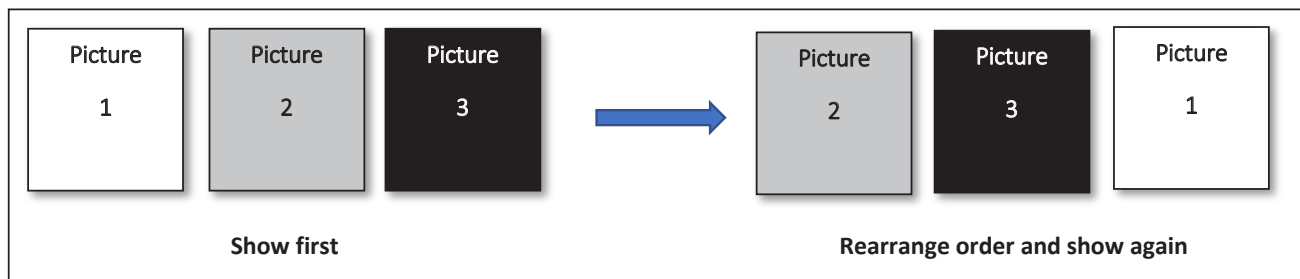
While the student picture answer choices are included in the administrator's assessment booklet, the MI–Access contractor will also provide separate picture cards, which **MUST** be presented to the student during assessment administration. The administrator booklet is not intended for direct use with the student being assessed. PAAs may decide whether to use the picture cards “as is” or to reproduce them in a format (such as real photographs), size, or pictorial program that is more familiar to the student. The reproduced images, however, must **NOT** change the nature of the question or elicit a different response. Actual objects may also be used if needed.

When using the picture cards, there are specific presentation styles that **MUST** be followed. On the Participation assessments, where there are two answer choices, both picture cards must be presented at the same time in one order, then immediately presented to the student again with the positions of the cards reversed (see below).





On the Supported Independence assessments, where there are three answer choices, all three picture cards must be presented to the student at the same time in one order, then immediately presented to the student again in a different order (see displayed below). The purpose of these presentation styles is to ensure that the student is intentionally selecting the correct answer and not merely responding to a dominant side or selecting the picture by chance. You may want to explain this presentation style to students before testing so they do not presume you are asking the question again because they answered incorrectly the first time.



If a student is unable to select his or her answer using these presentation styles due to physical limitations, the answer choices may be presented to the student for "yes/no" selection. The PAA must show the student all the cards in one order and ask if each card is a correct or incorrect choice; then, the PAA must show the cards again in a different order and ask if each card is a correct or incorrect choice. The student must identify the correct picture answer choice by indicating "yes" both times. If the student indicates "yes" for a wrong answer choice or "no" for a correct answer choice, the response is incorrect and should be scored accordingly. In this presentation format, the student must answer "yes" or "no" to all cards.

Because selected-response items are scored using a standardized scoring rubric that is based on the student answering correctly or incorrectly (see table below), the PAA and SAA will need to know the correct answer to each question during administration. For that reason, the MI-Access contractor has indicated on the back of each picture card whether the answer choice on that card is correct or incorrect. It may be helpful for PAAs and SAAs to review the cards and answer choices before administering the assessment.

### Presenting Introductory Art

Some selected-response items have introductory art that appears before the item stem; for these items, the MI-Access contractor will provide picture cards for the introductory art, as well as for the answer choices. For more information on how to administer these types of items, please review the [MI-Access Participation and Supported Independence Scoring Rubrics Online Learning Program](https://www.mi.gov/mi-access) (www.mi.gov/mi-access).

## Administering P/SI Activity-Based Observation Items

Activity-based observations (ABO) items—which are used on portions of the P/SI ELA and mathematics assessments and portions of the Participation science assessments—are designed to reflect activities that typically take place in the classroom and with which students most likely are familiar; therefore, they can and should be administered as part of the student’s regular schedule or routine whenever possible. For example, if an ELA word recognition item requires a student to identify one or two words associated with a lunchtime routine, the item could be observed as the student helps to prepare a meal. Or, if a mathematics item requires a student to identify a missing object, the item could be observed as the student takes part in a table-setting routine where a necessary utensil is missing. In this way, the assessment item is integrated into—or becomes part of—the normal instructional routine. Keep in mind, however, that the instructional activity or routine does NOT have to stop once the assessment activity is complete. The PAA and the SAA can simply score the student and continue with the instructional activity or routine until it is finished. With ABOs we ask administrators to present items the same way they would during a routine instructional activity for the student. Not every ABO lends itself to presenting twice as with the selected responses or picture cards.

### Scoring Documents

The P/SI tests will use the accompanying “Scoring Documents” that allow the PAA and SAA to document the student responses. Scoring Documents will arrive with testing materials and may also be downloaded from the webpage. While paper test materials will be provided, there will not be any paper answer documents for P/SI, since the student responses will be entered in an online portal. The portal is designed for the primary administrator to enter the PAA and SAA scores directly using a student test ticket. (See the Online Answer Document section later in this manual or MI–Access web page for P/SI Online Answer Document Entry Instructions under Assessment

Window). A link to the answer document is also available on the DRC welcome page.

When administering activity-based observation items, there are a number of important factors to keep in mind.

**MI-Access Participation Scoring Document - SPRING 2018**  
Content Area: ENGLISH LANGUAGE ARTS Fill in Form Number: P-ELA-\_\_\_\_

Student Name: \_\_\_\_\_

Optional: print and place the student's bar code label here.  
Note: this document will not be returned with secure materials.

Directions: Use this guide to score the student's responses for each item based on the MI-Access scoring rubric. The Primary assessment administrator, using a test ticket, will then transfer the scores into the online answer document found at: <https://dcsurveys.com/mi/mi2018/Logon.aspx>. Please be careful that your scores from this sheet are transferred to the correct numbered item on the student online answer document.

Select One: ☐ Primary Assessment Administrator ☐ Shadow Assessment Administrator

Item	3 - Responds correctly; no assistance	2 - Responds correctly; verbal/physical cues	1 - Responds correctly; modeling, short or hand-over-hand assistance	A - Incorrect Response	B - Hesitant/Refuses	C - Hand-over-hand assistance and/or step-by-step directions
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I certify that this assessment was given following the instructions given in the MI-Access P/SI Test Administrator Manual for the Spring 2018 cycle and that the assessment was given and scored independently and simultaneously with a Primary Assessment Administrator and a Shadow Assessment Administrator. Both scores were submitted using the online answer document, matching the authentic scores given by each independent assessment administrator.

Assessment Administrator  
(Sign and keep in file in your district. DO NOT RETURN.) Circle one: Primary Assessment Administrator Shadow Assessment Administrator

**MI-Access Supported Independence Scoring Document - SPRING 2018**  
Content Area: Mathematics Fill in Form Number: SI-Math-\_\_\_\_

Student Name: \_\_\_\_\_

Optional: print and place the student's bar code label here.  
Note: this document will not be returned with secure materials.

Directions: Use this guide to score the student's responses for each item based on the MI-Access scoring rubric. The Primary assessment administrator, using a test ticket, will then transfer the scores into the online answer document found at: <https://dcsurveys.com/mi/mi2018/Logon.aspx>. Please be careful that your scores from this sheet are transferred to the correct numbered item on the student online answer document.

Select One: ☐ Primary Assessment Administrator ☐ Shadow Assessment Administrator

Item	2 - Responds correctly; no assistance	1 - Responds correctly; verbal/physical cues	A - Incorrect Response	B - Hesitant/Refuses	C - Hand-over-hand assistance and/or step-by-step directions
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I certify that this assessment was given following the instructions given in the MI-Access P/SI Test Administrator Manual for the Spring 2018 cycle and that the assessment was given and scored independently and simultaneously with a Primary Assessment Administrator and a Shadow Assessment Administrator. Both scores were submitted using the online answer document, matching the authentic scores given by each independent assessment administrator.

Assessment Administrator  
(Sign and keep in file in your district. DO NOT RETURN.) Circle one: Primary Assessment Administrator Shadow Assessment Administrator

## Item Components

Each activity-based observation item has two components. The first component is an activity that will allow a specific EE or EB to be assessed. For example, an activity description might be: While interacting with staff during snack or lunchtime, the student will correctly use one common courtesy word and/or phrase, such as “please,” “thank you,” or “you’re welcome.”

The second item component is the scoring focus, or a short statement that (1) links the item to Michigan’s EE or EBs, and (2) is what the PAA and SAA will look for when observing and scoring the student. In the sample item described in the paragraph above, the scoring focus might be: Using language to communicate effectively for different purposes. It is imperative that both assessment administrators carefully review and understand the activity and the scoring focus prior to administering the item.

Most items also include an example, which is intended to further clarify the activity and show what an assessment administrator might do with the student in order to administer the item. Please keep in mind that it is only an example; assessment administrators may need to modify the example to better suit their students or what they have available in the classroom.

## Student Directions

When administering activity-based observation items, PAAs usually will say or do whatever is typically said or done to allow the student to engage in the activity. There may, however, be instances where more explicit directions are provided in the activity description. For example, in the mathematics item shown below, the second sentence includes more detailed directions about how to conduct the item, because the scoring focus depends on the student doing the same number of repetitions of two different exercises.

**ACTIVITY:** While completing 2 familiar fitness exercises (such as bending, lifting, or jumping), the student will correctly demonstrate knowledge of the term same as. For example, the assessment administrator could ask the student to complete 10 sit-ups and then say, “Now do a number of arm raises that is the same as the number of sit-ups.”

**SCORING FOCUS:** Demonstrating an understanding of the term same as

It is important for PAAs and SAAs to review all assessment items prior to administration to (1) check for specific directions, and (2) ensure the directions are planned for and followed.

## Preparing the Environment

Another reason it is important for assessment administrators to review activity-based observation items ahead of time is that while most activities will occur naturally in the classroom or school, some may require more detailed planning to ensure that a specific scoring focus can be observed. For example, a student with visual impairment may need tactile graphics, a student with hearing impairment may need signing or a sound field system, and a student with some other disability may need a communication system and/or technology device to allow him or her to access the assessments and/or demonstrate what he or she has learned. Keep in mind that any aids or materials used must (1) be chronologically age appropriate, (2) reflect what the student typically uses during instruction [in other words, do not introduce a new device or material during assessment administration], and (3) be documented in the student’s IEP.

### Administering ELA Words-Paired-with-Picture Items

Some activity-based observation items require the student to properly select words paired with pictures. Picture cards for these items (as opposed to those for selected-response items) will be provided by the assessment administrator (as opposed to the MI–Access contractor), since they are supposed to be part of the student’s normal instructional routine. The cards should be presented to the student in the same manner as picture cards for selected-response items.

## Using the P/SI Scoring Rubrics for Selected-Response and Activity-Based Observation Items

Both item formats—selected-response and activity-based observation—**MUST** be scored using a standardized scoring rubric. During the assessment, the PAA will record his or her scores or condition codes on the MI–Access PAA Scoring Document, and the SAA will **simultaneously** and **independently** record his or her scores or condition codes on the MI–Access SAA Scoring Document. Both of these scoring documents are included in the assessment material order. Once all the items have been administered, the PAA must record both the PAA and SAA score points and/or condition codes to the online student answer document. (Please note that scores must be entered for both the PAA and the SAA; if scores for either one is missing, the student will not receive a valid score.)

### Participation Scoring Rubric (3-Point Rubric)

The scoring rubric for the Participation assessments has three score points and three condition codes. It is based on the student responding correctly and takes into consideration the amount of assistance required to engage the student in the item. The table below details the Participation score points and condition codes. Additionally, the Participation Scoring Rubric Flow Chart in Appendix A of this manual shows how to apply the rubric during assessment administration. Keep in mind that both the PAA and the SAA score the student at the same time on both selected-response and activity-based observation items.

### Supported Independence Scoring Rubric (2-Point Rubric)

The scoring rubric for MI–Access Supported Independence is similar to the Participation scoring rubric, except it has only two score points and the same three condition codes. The SI rubric is based on the student responding correctly and takes into consideration the amount of assistance required to engage the student in the item. The table below shows what the SI score points and condition codes. Additionally, the SI Scoring Rubric Flow Chart in Appendix A of this manual shows how to apply the rubric during assessment administration. Again, keep in mind that both the PAA and the SAA observe and score the student independently and at the same time.

MI-Access P/SI Scoring Rubrics		
Participation Score Point/Condition Code	Supported Independence Score Point/Condition Code	Response
3	2	Responds correctly with no assessment administrator assistance
2	1	Responds correctly after assessment administrator provides verbal/physical cues
1	Not Allowed in SI	Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A	A	Incorrect response
B	B	Resists/Refuses
C	C	Assessment administrator provides step-by-step directions and/or hand-over-hand assistance

### Scoring Rubric Terms and Definitions

The P/SI scoring rubrics include such terms as verbal cues, physical cues, modeling, hand-over-hand assistance, and step-by-step directions. Appendices E and F provide definitions for these terms and examples of how they may be applied. Assessment administrators MUST review the appendices prior to administering the P/SI assessments.

### Scoring Rubric Online Learning Program

To learn more about scoring the MI-Access P/SI assessments, PAAs and SAAs MUST complete the MI-Access Participation and Supported Independence Scoring Rubrics Online Learning Program found in the [Professional Development section](#) of the webpage ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)). The program includes a detailed explanation of the scoring rubrics and shows video clips of assessment administrators applying the rubric when scoring students on sample activity-based observation and selected-response assessment items.

**Note:** This program has not yet been updated to reflect the change in ELA and mathematics alternate content standards to Essential Elements; however, the contents of this program are still very relevant to the administration of the assessment.



## Preparing for Administration

Prior to administering the MI–Access P/SI assessments, there are a number of factors that PAAs and SAAs need to take into consideration and steps they need to complete.

### Anticipated Response Modes

The P/SI assessment items are designed to permit students to demonstrate their knowledge in a variety of ways and to “answer” using individual response modes. Therefore, before assessment administration, the PAA and the SAA should discuss which response mode the student will most likely use to indicate his or her answer. For example, the student may respond verbally or by signing the answer. The student may point to the answer or eye gaze to indicate a choice. Or, the student may nod his or her head, or blink once for “yes” and twice for “no.” It is important for the PAA and the SAA to agree on the type of response they are looking for during the assessment.

### Group vs. One-on-One Administration

There are some P/SI activity-based observation items where the activities take place in the context of a group. However, only one student should be observed and scored at a time. This will enable the PAA and the SAA to focus their full attention on the student being tested.

With selected-response items, while some students may be capable of reading them and marking their own answers in their assessment booklets, the use of picture cards and required presentation styles mean that these items **MUST** be administered in a one-on-one situation. Thus, group administration is not allowed for the P/SI assessments.

## Physical Assistance

There may be assessment items that students with physical limitations and/or sensory impairment may know how to complete correctly, but because of their disability they cannot do so without physical help from another individual. Providing physical assistance in these cases should not adversely affect a student’s score if he or she is capable of directing and then receiving the requested assistance. For example, if students in wheelchairs are cognitively able to demonstrate their understanding of maps and directions by navigating through the school building to designated locations, but they need help to move the wheelchair and/or open and close doors, they should not be penalized in scoring if they can direct another person on where to go and when to open and close the doors.

There may also be instances where assessment administrators need to modify items for students with physical limitations. For example, a mathematics item that requires students to demonstrate their ability to count to ten while completing a physical fitness routine (like doing jumping jacks or sit-ups) can be modified so the student can count in some other way—perhaps by clapping, blinking, nodding, or tapping the desk. The important part of this item is not the context—a physical fitness routine—but the scoring focus, which measures counting.

## Positioning

While an assessment item is being administered, both the PAA and the SAA must be positioned so they can clearly see and hear the student. This is important because if a student uses eye gaze to indicate the correct answer, both assessment administrators need to be able to see where the student is looking. Similarly, if the student verbalizes to indicate the correct answer, both assessment administrators need to be close enough to hear the student's response.

## Preparing the Environment

Some mathematics and science activity-based observation items call for the use of real-world objects, such as manipulatives, sorting blocks, or natural materials. The descriptions of the assessment activities typically contain examples of common objects or materials that may be appropriate for use by the student being tested. Nevertheless, the PAA is responsible for (1) determining which materials will be used, and (2) making sure they are on hand before the assessment item is administered.

Similarly, because some activity-based observation items and all selected-response items rely on pictures (often paired with words), the PAA is responsible for (1) determining which pictorial program (or actual photographs) should be used, and (2) generating the materials, if needed, for use during assessment administration.

Along the same lines, there may be times when the instructional environment needs to be manipulated. For example, in a mathematics activity-based observation item that requires a student to identify a missing object as part of a table-setting routine, the PAA will need to plan ahead to ensure that the required object is, in fact, missing. This is one reason why it is so important for both assessment administrators to review the items, answer choices, and picture cards ahead of time.

## INSTRUCTIONAL TIP

The method of presenting items twice may cause students some hesitation in responding the second time an item is presented. Many children may tend to perceive they answered incorrectly the first time, and mistakenly change their initial response to "correct" the perceived error or to please the teacher. The administrators can mitigate this effect by asking the student "just to make sure I understand" types of queries about the response, or by letting the student know in advance that they will be asked each question twice, to alert them to the process.

A good instructional practice is to make this "repeated questioning" a part of the students' daily instructional routine. This will help to increase confidence in the reliability of the students' feedback. When a student responds to instructional questions throughout the day, repetition of the question should focus on confirmation rather than on correction of whether or not the answers are right. During instruction, it is important to provide correction the first time a student makes an error. This dichotomous approach to displaying items in their routine has shown some success during assessment administration.

## The Administration Process and Assessment Materials

This section describes the administrative steps that need to be taken before, during, and after assessment administration. Keep in mind that the PAA is responsible for making sure that these steps are carried out. Some steps—such as inventorying materials, scheduling and planning for the assessment, completing the score entry for the online answer document, determining when and what types of assistance to provide to students during the assessment, and returning assessment materials to the School MI–Access Coordinator—are the sole responsibility of the PAA. Other steps, however—such as signing security compliance forms, reviewing the assessment booklets and picture cards, scoring the students, and reading the part of the paper manual and the online administration manual that explains how to administer the assessments—must be completed by both PAAs and SAAs.

### Before Testing

#### Receiving Assessment Materials

The MI–Access contractor ships all assessment materials to District/School Coordinators based on their order delivery selection in the Secure Site. They are then responsible for distributing the materials to School Coordinators/Administrators.

Materials provided to ALL assessment administrators include:

- Student picture cards (one set for each PAA, based on the assessment[s])
- scoring documents
- OEAA Security Compliance Forms (one for the PAA, one for the SAA, and extras for any accommodations providers and/or proctors)
- Assessment Administrator booklets

- Scoring documents provided for PAA and SAA for P/SI observations in preparation for online entry - NOTE: the scoring documents may be copied or printed from the MI–Access web page

### Completing and Returning Security Compliance Forms

Before any testing activities begin, complete, and sign an OEAA Security Compliance Form. All staff members who will assist in the classroom with administering the assessments, including the PAA, SAA, and proctors must also sign a compliance form. Return all the signed forms to the MI–Access Coordinator BEFORE assessment administration begins.

### Inventorying Assessment Materials

Keeping in mind the students being tested, an inventory must be conducted to make sure that the correct materials have been provided and that there are sufficient quantities. If any materials are missing, the School MI–Access Coordinator should be notified, so that he or she may go through the appropriate channels to obtain them. (See the General Information section of this manual for more information on which content areas must be assessed at which grades.)

### Understanding Assessment Design

Before any testing occurs the administrators should understand how the MI–Access P/SI assessments are designed and should be administered. All assessment administrators must also complete the MI–Access Participation and Supported Independence Scoring Rubrics Online Learning Program ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)). Completing these important steps will help ensure the validity and reliability of assessment results.



## Reviewing Booklets, Picture Cards, and Scoring Rubrics

Thoroughly review the assessment administrator booklets and student picture cards to become familiar with the assessment items, administration directions, and correct answer choices. Also review the scoring rubrics to ensure that students are properly scored.

## Preparing for Assessment Administration

For each student being tested, obtain the correct assessment administrator booklet and two scoring documents (for PAA and SAA). In the space provided on the scoring documents, fill in the student name, which should correspond with the student test ticket information for the online answer document entry.

With that student in mind, schedule the assessment. Whenever possible, schedule activity-based observation items (for P/SI ELA and mathematics and Participation science) for times when the activity might typically occur. Also, keep in mind that while some activity-based observation items will occur naturally in the classroom, others may require more detailed planning. Prepare to adjust the instructional environment as needed.

With the PAA and SAA working together, determine the student's anticipated response mode—such as verbalization, head nodding, signing, vocalizations, blinking, eye gazing, pointing, and so forth—so that both assessment administrators look for the same type of response during the assessment.

Next, make sure that all materials (such as manipulatives, picture cards, etc.), technology devices (such as augmentative communication devices or other specialized equipment), and other assessment accommodations (as indicated in the student's IEP) are available and ready for use. Any aids or materials used must be chronologically age-appropriate and reflect what the student typically uses during instruction (in other words, do not introduce a new device or material during assessment administration). Also, prepare for and follow universal health precautions as needed.

If there are any questions or concerns about the assessments, refer them to the School MI-Access Coordinator. If the coordinator cannot answer the questions, they will be referred to the District MI-Access Coordinator for follow-up.

## During Testing

Immediately prior to administering the assessment, obtain the correct administrator assessment booklet and picture cards for each student being tested. Check to make sure the proper information has been recorded for the administrator on the front of the booklet in the space provided. Reminder: the booklet is for administrators use only.

Obtain the PAA and SAA scoring documents for the student provided in the materials. The scoring documents may also be copied as needed and can be downloaded/printed from the MI-Access web page. The scoring documents will be used to tally the student responses during administration and will be used later to transfer the responses to the online answer document by the PAA after testing is complete.

If desired, copy or print out the correct corresponding "Scoring Rubric Flow Chart" from Appendix A of this manual, and the correct corresponding "Scoring Rubric Score Point and Condition Code Definitions" to use as references during the assessment.

## After Testing

### Completing the Online Student Answer Document

After the assessment is administered, the PAA gathers the completed PAA and SAA scoring documents and ensure all the bubbled areas are complete.

There are a few things to watch for in this process:

- Based on their individual needs, there may be some cases where students simply were not able to complete testing for a variety of reasons.

- The PAA and SAA scores may not always concur with each other, which is fine. The administrators are asked to independently score the student as they observe their responses, and some differing adjacent scores (and even non-adjacent scores) are to be expected.
- Be sure the form number is marked on each of the scoring documents
- Prohibited Behavior or cheating by students in the P/SI assessments is extremely rare. However, should it occur, it should be noted in eDIRECT by marking the status under the testing codes section as "Prohibited Behavior," per the graphic below. The assessment coordinator should be consulted about entering this status. (See the Security section of this manual for detailed information on test security and prohibited behavior.)
- Homeschooled status and Non-Standard Accommodations may also be marked in the testing codes section as noted below. Keep in mind a "Non-Standard Accommodation" entry will invalidate the test for that student. See the Accommodations section of this manual for further details on non-standard accommodations (See eDIRECT image below).
- The PAA will use the Scoring Documents to enter the student responses to the online answer document. See the directions in the following section.
- All scores must be entered by May 25, 2018 at 4:00 PM (EST).

Student Detail	Accommodations	Demographics	Testing Codes	Test Sessions
Prohibited Behavior				<input type="checkbox"/> Yes
Home Schooled				<input type="checkbox"/> Yes
Non-Standard Accommodations				<input type="checkbox"/> Yes



## Entering Student Responses to the Online Student Answer Document

- Once the testing for the student is completed the PAA must gather the scoring documents they used during testing, along with the SAA's scoring documents, and enter the observation scores for the student online. The following steps will guide the PAA through the process of entering the scores.

The PAA will:

- use the student's test ticket to log into the online answer document then enter both PAA and SAA scores from the scoring documents
  - Chrome is the preferred browser
  - INSIGHT is not used for the online answer document process
  - This online answer document portal will only be available from April 9 through May 25, 2018 at 4:00 PM

**Step 1:** Log into the [site](https://www.surveysdrc.com/mi/mi2018/logon.aspx) (<https://www.surveysdrc.com/mi/mi2018/logon.aspx>). A link is also available on the DRC welcome page and the MI-Access webpage under the Current Assessment Administration section.

**MI-Access Supported Independence Spring 2018**  
**Test Ticket - SI-ELA-5**

Test Session: Gr5\_ELA  
 Student Name: \_\_\_\_\_  
 Date of Birth: 6/8/2007  
 State Student ID (UIC): \_\_\_\_\_  
 District Student ID: \_\_\_\_\_  
 Username: JBennett1  
 Password: 7NHMFMZP  
 Accommodation(s): \_\_\_\_\_

**Step 2:** Use the test ticket to log into the online answer document portal

**MI Access**  
 Michigan's Alternate Assessment Program

Please login:

Username:   
 Password:   
 Assessment:   
                   Participation  
                   Supported Independence

**Step 3:** Once the PAA has logged into the portal and entered the assessment type (see arrows above), a welcome screen will ask the administrator to confirm student/assessment information and click "Continue."

**MI Access**  
 Michigan's Alternate Assessment Program

Welcome to the MI-Access Online Answer Document.

You are about to enter Primary (PAA) and Shadow Administrator (SAA) assessment scores for Sample Student. Before you begin, please ensure that the PAA and SAA Scoring Documents you have in front of you are for the student listed above and for the content area listed below.

Student name:	Sample Student
Content Area:	MATH
Grade:	3
Assessment:	G3P

By clicking below, you are agreeing to the following statement:

"I verify that the student whose information is being entered into this online answer document matches the PAA and SAA scoring documents completed at the time each item was administered to Sample Student."

If the student listed above does not match the scoring documents you are trying to enter, please [click here to return to the login screen](#).

Step 4: The answer document will appear (see below sample) with the following fields:

- the **Participation** answer document is highlighted in blue for the PAA, and gray for the SAA
- the **Supported Independence** answer document is green for the PAA, and gray for the SAA
- the PAA will select the form number from the dropdown menu that matches the **booklet form number** (see red arrows below)
- the answer documents are displayed in a stacked format with the PAA entries on top; it will be necessary for the user to scroll down the screen to complete the form
- the SAA answer document is displayed immediately below the PAA and also has the scrolling feature
- the PAA will transfer their own scoring information in the PAA fields, then enter the SAA's information on the SAA answer document

Based on feedback from the field we were able to separate the online answer documents for the PAA and SAA. This enhanced display mirrors the Scoring Documents and is designed to make entry easier. The radio buttons are also larger, a scrolling feature locks the rubric header in place, and the answer documents mirrors the layout of the scoring documents.

*Sample Participation online answer document*

MI-Access Participation Online Answer Document - SPRING 2017

Student name: \_\_\_\_\_ Content Area: ELA  
 Grade: 3 Form: Please Select a Form ▼

**ENTER PAA SCORES IN BLUE AREA**

Item number	3 Responds correctly; no assistance	2 Responds correctly; verbal/physical cues	1 Responds correctly; modeling, short of hand-over-hand assistance	A Incorrect Response	B Resists/Refuses	C Hand-over-hand assistance and/or step-by-step directions
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**ENTER SAA SCORES IN GRAY AREA**

Item number	3 Responds correctly; no assistance	2 Responds correctly; verbal/physical cues	1 Responds correctly; modeling, short of hand-over-hand assistance	A Incorrect Response	B Resists/Refuses	C Hand-over-hand assistance and/or step-by-step directions
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Submit Clear Responses Save and Return Later



MI-Access Supported Independence Online Answer Document - SPRING 2018

Student name: \_\_\_\_\_ Grade: 3 Content Area: ELA Form: Please Select a Form

**ENTER PAA SCORES IN GREEN AREA**

Item number	2 Responds correctly; no assistance	1 Responds correctly; modeling, short of hand-over-hand assistance	A Incorrect Response	B Resists/Refuses	C Hand-over-hand assistance and/or step-by-step directions
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**ENTER SAA SCORES IN GRAY AREA**

Item number	2 Responds correctly; no assistance	1 Responds correctly; modeling, short of hand-over-hand assistance	A Incorrect Response	B Resists/Refuses	C Hand-over-hand assistance and/or step-by-step directions
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Submit Clear Responses Save and Return Later

Some important administrative instructions to note:

- Both PAA and SAA scores must be entered in the answer document to receive a valid score for each item. If either scores are not entered, the score for that item will not be counted. A warning at the bottom of the page will alert you if there are missing (see below).

*There are some PAA and/or SAA score entries missing for this student. A valid score for each item requires both a PAA and SAA score for each student response. You may continue to enter scores or click "Submit" to enter the scores as is.*

- If the answer document is submitted blank, or missing some of the PAA and/or SAA scores, the system will highlight the row missing entries in yellow (see below). You may review and edit the information or choose to override the warning. If you choose to override the warning the scores will not be captured for those items.

**ENTER PAA SCORES IN BLUE AREA**

Item number	3 Responds correctly; no assistance	2 Responds correctly; verbal/physical cues	1 Responds correctly; modeling, short of hand-over-hand assistance	A Incorrect Response	B Resists/Refuses	C Hand-over-hand assistance and/or step-by-step directions
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**ENTER SAA SCORES IN GRAY AREA**

Item number	3 Responds correctly; no assistance	2 Responds correctly; verbal/physical cues	1 Responds correctly; modeling, short of hand-over-hand assistance	A Incorrect Response	B Resists/Refuses	C Hand-over-hand assistance and/or step-by-step directions
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

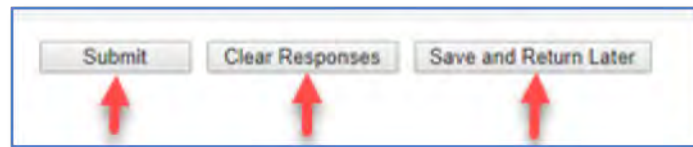
- A warning will appear if a form number is not selected. No entries may be entered unless this is completed. Note: this form number must match the form number from the administrator booklet.

*A form number is required before the answer document can be submitted.*

## Submitting the Online Answer Documents

The answer document provides fields to enter all responses and buttons to submit the answer document.

- **"Submit"** button sends the answer document for scoring. NOTE: Once the answer document is submitted, you will not be able to review or retrieve it.
- **"Clear Responses"** button clears all student score entries and allows administrators to start over. NOTE: this button will clear everything you have selected.
- **"Save and Return Later"** button saves all entries up to that point and prompts you to close the answer document. A login will be required to return to this answer document later.



Once the scores have been submitted a final warning message will appear asking the administrator to verify and confirm that the information is accurate. This is the final opportunity to review entries.

I verify that the student whose information has been entered into this online document matches the scoring documents completed at the time each item was administered to "Student Name".



If you discover a mistake was made in the submission of the scores we recommend that you gather the information, work with the BC to request the DC to submit an incident report on the Secure Site requesting the answer document be regenerated. The OEAA will:

- process the report by regenerating the answer document (erases the original answer document)
- a confirmation email will notify the submitter that the regeneration is completed
- The coordinator will print a new test ticket
- The PAA will use the new ticket to enter the scores on a blank document.

## HELPFUL TIP

When entering scores to the online answer document, you may find it much easier to use an iPad with stylus. The functionality is more precise and significantly faster than using a mouse or touchpad. We do not recommend using the iPad during the administration of the tests, but instead use the paper Scoring Documents.

**ENTER PAA SCORES IN BLUE AREA**

Item number	3 Responds correctly; no assistance	2 Responds correctly; verbal/physical cues	Response short of 2
8	<input type="radio"/>	<input checked="" type="radio"/>	
9	<input type="radio"/>	<input checked="" type="radio"/>	
10	<input type="radio"/>	<input type="radio"/>	
11	<input type="radio"/>	<input type="radio"/>	
12	<input type="radio"/>	<input type="radio"/>	

**ENTER SAA SCORES IN GRAY AREA**

Item number	3 Responds correctly; no assistance	2 Responds correctly; verbal/physical cues	Response short of 2
2	<input checked="" type="radio"/>	<input type="radio"/>	
3	<input type="radio"/>	<input checked="" type="radio"/>	
4	<input type="radio"/>	<input checked="" type="radio"/>	
5	<input type="radio"/>	<input type="radio"/>	
6	<input type="radio"/>	<input type="radio"/>	

## Returning Materials to the School Coordinator

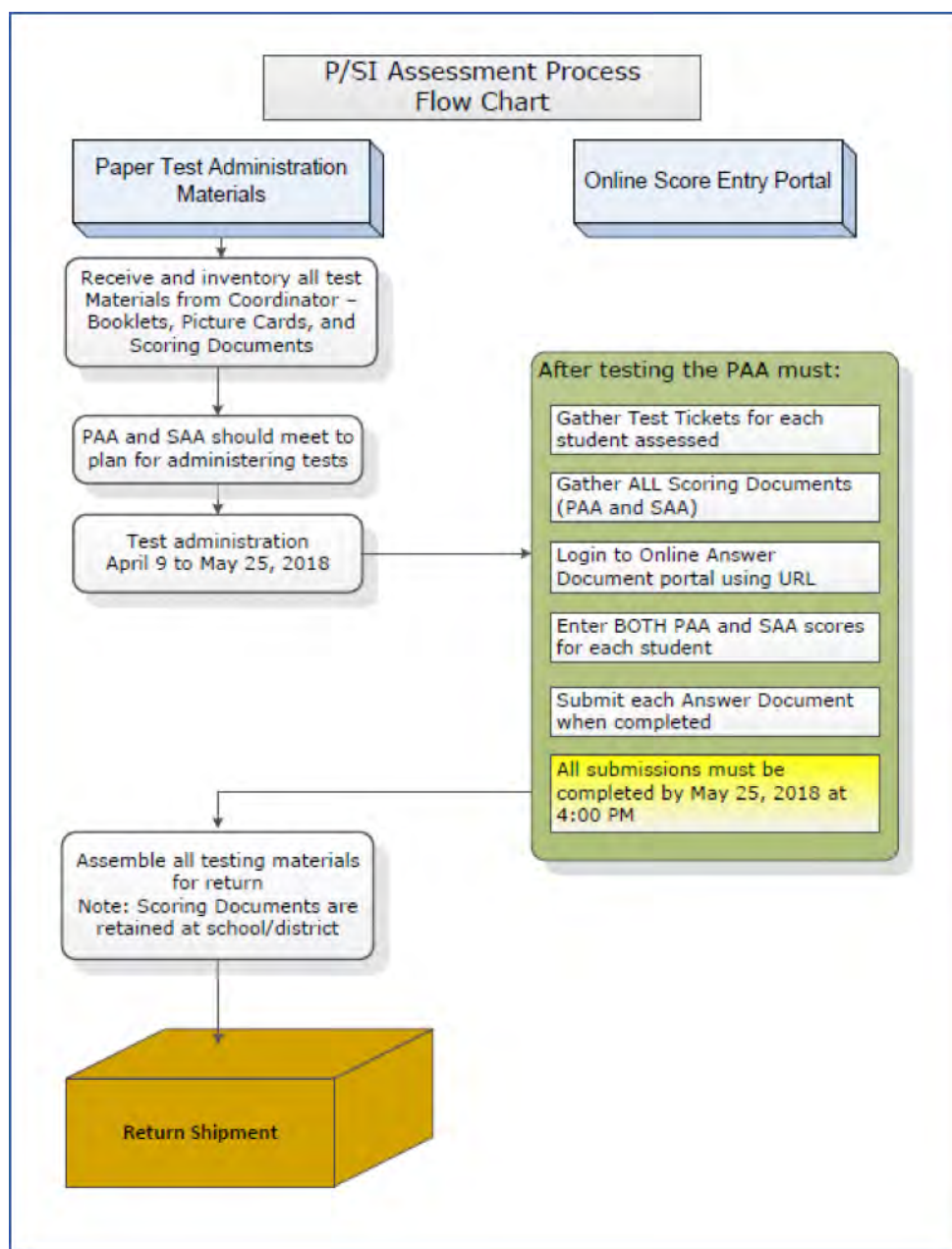
- Test tickets and roster are also secure materials and must be returned to the BC.
- Return all Assessment Administrator booklets and Picture Cards Sets (including coversheet with barcode) to the school coordinator after testing.
- Scoring Documents used during observation should be retained at the school or district.

## Completing the Coordinator/Assessment Administrator Feedback Survey

Once materials have been returned to the School MI–Access Coordinator, the assessment administrator should complete the Coordinator/Assessment Administrator Feedback Survey found in the [Current Assessment Administration section](http://www.mi.gov/mi-access) ([www.mi.gov/mi-access](http://www.mi.gov/mi-access).) The OEAA conducts this survey every test cycle to obtain feedback from the field on the assessment administration process.

## P/SI Assessment Process Flowchart

This flowchart is designed as a quick reference tool to help administrators view the entire process from beginning to end, highlighting the uniqueness of the paper and the online features for P/SI. You may print this page a training tool and/or a reminder sheet (also appears in appendix A).





# Building/School Coordinators

## Introduction

In each school building involved with administering MI–Access, a School MI–Access Coordinator must be designated. Staff members new to this role should consult the “New Administrator and Coordinator Primer” document, found on the MI–Access web page. This a helpful resource for anyone starting a new role and a refresher for experienced staff.

### School MI–Access Coordinators are responsible for:

- informing school administrators, special education teachers, related services providers, and others in the school about MI–Access, which is one component of the Michigan statewide assessment programs available for IEP consideration
- participating in the professional development sessions organized by the District MI–Access Coordinator to show School MI–Access Coordinators and assessment administrators how to administer the MI–Access assessments
- making sure that all assessment materials received from the contractor or District Coordinator are disseminated to appropriate school staff and returned as directed
- making sure that assessment administrators have been provided the [Assessment Integrity Guide](#) ([www.mi.gov/mi-access](http://www.mi.gov/mi-access) and [www.mi.gov/oeaa](http://www.mi.gov/oeaa))
- distributing, collecting, and retaining signed OEAA Security Compliance Forms
- making sure all students are loaded to eDIRECT sessions and test tickets are produced for the PAA score entries to the online answer document after testing

The MI–Access contractor will ship all assessment materials to the District or the School Coordinator, based on the district’s selection in the Secure Site order page. District Coordinators are responsible for distributing the materials to schools for administration if needed.

The following information will assist School Coordinators with what they should do before, during, and after the assessments are administered.

## Coordinator Quick List

### BEFORE

- Complete an OEAA Security Compliance Form
- Inventory the materials received
- Prepare materials for distribution to assessment administrators
- Use eDIRECT to setup sessions, print tickets and roster, and distribute to the PAA. (Note: the form number listed on the roster should be crossed off and the booklet form number must be used)
- Distribute materials to assessment administrators
- Collect the completed and signed security compliance forms from all assessment staff (keep in district for three years)
- Read the "Assessment Integrity Guide" found on the MI-Access web page

### DURING

- Be available to answer questions
- Relay questions to the District MI-Access Coordinator as needed
- Provide test irregularity info to District Coordinator to file an incident report in the Secure Site
- Periodically monitor the assessments
- Ensure that professional assessment administration practices are followed

### AFTER

- Collect Assessment Administrator Booklets and student picture cards; all secure material needs to be returned
- Review the returned assessment materials for accuracy
- Complete the Special Handling Envelope if it is used, otherwise destroy it
- Prepare and return materials to the District MI-Access Coordinator if the district is handling the return shipment (except manuals, scoring documents); if the School Coordinator is returning materials directly to the contractor, follow the materials return instructions
- Do not to return Scoring Documents and security compliance forms
- Assemble the all Student Picture Cards and place the original cover sheet with the security barcode listed on top for return.
- Complete the administration feedback survey found on the MI-Access webpage

## Coordinator Checklist for P/SI testing activities

- Watch the **District/Building Coordinator Online WebEx** (presented live March 7, 2018 – the recording will be posted on eDIRECT under General Information → Documents >Document type: Training Presentations & FAQs and [www.michigan.gov/baa](http://www.michigan.gov/baa))
- Review this **MI-Access P/SI Test Administration Manual Spring 2018** (MI-Access webpage and eDIRECT documents)
- Ensure all Test Administrators have access to and have read the appropriate portions of the **MI-Access Test Administration Manuals** (posted to MI-Access webpage)
- Manage the **Student Roster** on eDIRECT; update incorrect/missing information in the OEAA Secure Site
- Schedule the **Test Sessions** in eDIRECT to facilitate test ticket printing for PAA score entry
- Print/Sort/Distribute Student **Test Tickets** to PAA for score entry
- **Monitor Testing** and support assessment administrators during test window (daily)
- **After testing** - collect/destroy all login tickets and scoring documents; verify student statuses show "completed" for each student (eDIRECT: Test Setup Student Status); coordinate the return of all paper/pencil materials

### Before Testing

#### Receiving Assessment Materials

Assessment materials may arrive from the District MI-Access Coordinator or be shipped directly to the school in one delivery, which will include:

- school packing and security lists, used to inventory materials
- the complete return kit, necessary to return all materials
- standard print Assessment Administrator booklets
- Scoring Documents for P/SI (used to tally student responses during testing and also available on the MI-Access webpage)
- student picture cards, designed for student use during P or SI assessment administrations (one set for each Primary Assessment Administrator)
- OEAA Security Compliance Forms (one for the School MI-Access Coordinator to complete and sign, and multiple copies to distribute to assessment administrators, accommodations providers, and proctors)

### Inventorying Materials

To inventory the school's materials, obtain the school packing list and security list. If any materials are missing or if additional materials are needed, contact the MI–Access Coordinator immediately. The coordinator will work through established channels to obtain the needed materials from the MI–Access contractor.

### Managing Administrator Login Tickets

For detailed information on printing login tickets, refer to the **Test Sessions - Adding, Editing, Printing Login tickets** mini-tutorial. This document can be found at <http://mi.drcedirect.com> under General Information > Documents > Document Type: Mini-Modules.

Test tickets and rosters are considered secure materials. Once printed, they should be kept in a secure location until the PAA needs to enter scores. After a PAA has entered student scores, he or she should return all tickets to the Building Coordinator for destruction or secure storage.

### Online Software

While the P/SI assessments are primarily paper/pencil based for the administration of the tests, the answer document is an online function (as explained earlier in this manual). Because this component is online, it is important for those administering the P/SI to become familiar with **eDIRECT** (<http://mi.drcedirect.com>), which is the web application of MI–Access contractor (DRC). eDIRECT allows Michigan users to:

- access training materials (open to all staff)
- manage online test sessions

Individual users will receive their own login information and password with specific permissions based on their role as entered in the OEAA Secure Site. eDIRECT is used in connection with DRC's online test engine, INSIGHT.

### INSIGHT and Testing Site Manager (TSM)

The INSIGHT Online Learning System is used by the student-facing version of MI–Access Functional Independence and is not used for P/SI.

### Completing and Collecting Security Compliance Forms

Before assessment administrators begin distributing any testing materials, each staff member must sign and return the OEAA Security Compliance Form to the coordinator. These forms must be held by the district for at least three years. The Security Compliance Form may be found in the material order and is also posted on the **MI–Access web page** ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)).

## During Testing

Although School MI–Access Coordinators do not have any specific tasks to complete during the assessment window, it is important that they be available to:

- address questions and concerns from Primary or Shadow administrators
- If School MI–Access Coordinators cannot answer a question or address a particular concern, they should relay the question or concern to the District Coordinator for follow-up.
- check in periodically with assessment administrators to make sure they have the materials and appropriate staffing needed to accurately administer the MI–Access assessments

## After Testing

### Inventorying Returned Materials

Once the assessments are complete, coordinators collect all the administrator booklets and picture cards. Building Coordinator needs to collect test tickets and rosters and destroy. Also return Security Compliance Forms and Score Documents to District Coordinator for 3 year storage.

### Preparing the Special Handling Envelope

The Special Handling envelope is designed for the return of damaged assessment documents. The requested information on the front of the envelope should be filled in. (See the return diagram in Appendix E for detailed information.) The envelope will primarily be used by schools administering FI assessments as it is used for scannable answer documents requiring special attention. The envelope does not need to be returned if it is not used.

### Returning Materials

If the school will be returning test materials directly to the contractor, refer to the “Material Return Instructions” section in this manual for detailed instructions and use the return kit to ship the materials. If the district is handling the returns, the school coordinator should gather all the materials listed in the diagram in Appendix E of this manual and make arrangements to transport them to the district coordinator.

### Completing Coordinator Feedback Survey

Once materials have been returned, the school coordinator should complete the [Coordinator/Assessment Administrator Feedback Survey](https://mi.drcedirect.com/mi-access/coordinator-feedback-survey) ([www.mi.gov/mi-access](https://mi.drcedirect.com/mi-access)). The OEAA conducts this survey every test cycle to obtain feedback from the field on the assessment administration process.

# District Coordinators



## District MI–Access Coordinator Quick List

Major Tasks to Complete Before, During, and After Assessment Administration

### BEFORE

- Develop training and provide to BCs (who in turn will provide to staff in schools)
- Inventory materials received (if handled by district)
- Complete an OEAA Security Compliance Form
- Determine whether Reporting and Research Codes will be used

NOTE: Reporting codes will only be entered on the Secure Site; Reporting Code sheets have been discontinued.

- Prepare and distribute testing material orders to schools (unless materials are shipped directly to schools)
- Establish an internal district return date for schools and district, if district is handling the returns.
- Return kits are part of each school's initial order; the district should retain these if it is handling distribution and return
- Distribute materials to schools
- Contact school coordinators to make sure materials have been received
- Read the "Assessment Integrity Guide" found on the MI–Access web page

### DURING

- Report all testing irregularities by submitting an incident report in the Secure Site
- Assist school coordinators and assessment administrators as needed
- Be available to answer questions
- Relay questions to the OEAA as needed
- Ensure that professional assessment administration practices are followed

### AFTER

- Review the returned assessment materials for accuracy
- Prepare used and unused Administrator Booklets and Student Picture Cards for return shipment (except manuals, security compliance forms, and scoring documents for P/SI)
- Be sure to include the Picture Cards original cover sheet with the security barcode listed on top for return.
- Ship materials to the MI–Access contractor
- Complete the administration feedback online survey
- Check "Accountable Students and Test Verification" window when it is open in June 2018



## Introduction

In 2017, an important change for MI-Access allowed districts to determine if they would handle all the testing materials for each of their schools, or opt to have the materials delivered directly to the schools, similar to the M-STEP procedures. This practice is now a permanent option in the Secure Site and requires Coordinators to make this decision for their district. If no decision about the materials handling was made and recorded, the materials will default-ship to the districts. See the "Overview" section of this manual for ordering instructions or to review the [training available](http://www.michigan.gov/securesitetraining) (www.michigan.gov/securesitetraining).

District MI-Access Coordinators have numerous responsibilities, including:

- informing administrators, teachers, related services providers, school psychologists, and others in the district about MI-Access, which is one component of Michigan's statewide assessment program
- making sure that all School MI-Access Coordinators and assessment administrators in the district receive training on how to administer the MI-Access assessments
- making arrangements for those involved with MI-Access to watch the administration [training videos](#) on the MI-Access web page, during which viewers receive important information from the OEAA staff about the assessment administration process (<http://video1.resa.net/mde/PSI/module1.html>)
- making sure that all assessment materials received from the MI-Access contractor are disseminated to appropriate school staff, and returned as directed
- making sure that all those involved with administering the MI-Access assessments have been provided the State Board of Education (SBE)-approved [Assessment Integrity Guide](#) (www.mi.gov/mi-access and www.mi.gov/oeaa)

- distributing, collecting, completing, and keeping on file all signed and returned OEAA Security Compliance Forms and scoring documents

Once District MI-Access Coordinators receive materials from the contractor, they are responsible for distributing the materials to School MI-Access Coordinators, who in turn distribute them to assessment administrators.

Following is information on the materials district coordinators will receive and what to do before, during, and after the assessments are administered.

## Before Testing

### Receiving Assessment Materials

MI-Access assessment materials will arrive in boxes with purple MI-Access labels for each school. The boxes will include (**NOTE:** orders may or may not include all of the following material):

- one Return Materials kit, which includes
- instructions for Materials Return preprinted FedEx airbills
- yellow Materials Return Labels
- divider sheet (gold)
- and a Special Handling Envelope (one kit per order);
- OEAA Security Compliance Forms to be completed and signed by all those involved with administering MI-Access

School orders, whether they are shipped to the district or to individual schools, will contain

- one copy each of the security lists, packing lists, or box lists for use in inventorying returned materials
- Special Handling Envelopes (green)
- standard print assessment booklets and Picture Cards (all assessment types and content areas as ordered)

- the Student Picture Cards will include a security reminder sheet, packaged together and shrink wrapped

The MI–Access list of important dates may be found in appendix A and is posted online at [www.mi.gov/mi-access](http://www.mi.gov/mi-access). School MI–Access Coordinators should be told that this organizational tool is available for download.

### **Inventorying Materials**

If the MI–Access assessment materials are shipped to the district, the district coordinator will open the original shipping box(es) and retain it/them for use in returning used and unused assessment materials to the MI–Access contractor. Districts should retain at least one of the materials return kits if the district will be returning materials for the schools.

### **Ordering Missing and Additional Materials**

If additional materials are needed, an additional material order may be placed in the OEAA Secure Site. The additional materials will then be sent to the district/school coordinator for distribution. (See the General Information section of this manual for more information on ordering materials, including how and where to place orders.)

### **Completing OEAA Security Compliance Forms**

Before taking any further steps, complete and sign an OEAA Security Compliance Form, using the directions at the bottom of the form. Put the completed form in a safe, easily remembered place; it will have to be kept on file, along with all the other forms returned by schools, for three years following assessment administration. (For more information on security, see the Security section of this manual.)

### **Using Reporting Codes**

Use of optional reporting codes allows districts and schools to receive assessment result reports organized by class or group designation(s). It is up to the district or school to determine whether they will use this option and to define the codes that will be most

helpful. If these codes are used, District Coordinators must inform Building Coordinators so they, in turn, may inform Test Administrators of the four-digit code selected.

Reporting codes must be entered in the Secure Site before the end of Accountable Students and Test Verification window (Report Code sheets have been discontinued). Also, reporting code fields will not appear on any answer documents.

### **Using Assessment Administrator Booklets with Student Picture Cards**

Because different student populations and different content areas are being assessed, it is important for Coordinators and Administrators to understand how the test booklets and picture cards are organized. The OEAA has color-coded the materials by assessment type (Participation, and Supported Independence) and content area. (See table in the following section for a summary of the written information on the following page.)

### **Participation and Supported Independence: ELA, Mathematics, and Science**

For P/SI, all of the content areas are covered in the same administrator assessment booklet, and there is one booklet per grade. The Participation booklets are blue and the Supported Independence booklets are green.

- The administrator booklets are designed to be used by the Primary and Shadow Assessment Administrators (PAA and SAA), not by the student. The administrators should write their names on the cover of their booklets and use them in preparation for testing students.
- The student picture cards are provided with the booklets and should be used to help plan the administration of the test. While these are designed for use by the students, in certain situations the PAA may choose to substitute the cards with items the student is familiar with as part of their daily routine.

- The Scoring Documents will be provided for the PAA and SAA with the material orders, and may also be copied or printed from the MI-Access webpage to meet assessment needs.
- The Scoring Documents are non-scannable tally sheets used during observations, and also used when student scores are entered after testing.
- The P/SI Answer Document is an online portal. No paper answer documents are produced for P/SI. The student responses will be transferred from the Scoring Documents into the online answer document by the PAA for all of the content areas. This transfer will require a test ticket for the student. The entry directions may be viewed/downloaded from the MI-Access P/SI Online Answer Document Instructions located on the [MI-Access web page](http://www.mi.gov/mi-access) ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)).

MI-Access Assessment Materials		
Assessment Administrator Booklets		
	Participation	Supported Independence
<b>Content Areas</b>	ELA, mathematics, and science are covered in one administrator booklet for the appropriate grades.	ELA, mathematics and science are covered in one administrator booklet for the appropriate grades.
<b>Grades</b>	There is one booklet per grade for ELA, mathematics and science (grades 4, 7 and 11).	There is one booklet per grade for ELA, mathematics and science (grades 4, 7 and 11).
<b>Colors</b>	ELA/mathematics booklet is blue.	ELA/mathematics booklet is green.
Student Picture Cards		
<b>Content, Grades, and Color</b>	Same as booklets, but the picture cards are printed in black and white. Two cards are provided for each selected response item.	Same as booklets, but the picture cards are printed in black and white. Three cards are provided for each selected response item.
Scoring Documents		
<b>Content Areas</b>	<b>P/SI Scoring Documents used to record student responses</b> No paper Answer Documents, since the responses are entered in the online Answer Document	
<b>Grades</b>		
<b>Colors</b>		

### Preparing Materials for Distribution

In addition to understanding how to use assessment booklets, student picture cards, and scoring documents, there are several other important factors to keep in mind when preparing materials for distribution.

### School Materials

The packing list and security list (included with the school's boxes) can be used to track the materials that were sent to each school and to inventory school materials.

### Security Barcode Numbers

All MI-Access assessment materials have security barcode numbers on the back cover. These numbers are scanned by the contractor prior to distribution and will be scanned upon return to make sure that all the booklets—which are secure materials—have been shipped back. These numbers can be used to track assessment booklets and ensure they are returned. NOTE: Student Picture Cards are secure materials and they must be returned along with the cover sheet, which contains the secure barcode for the entire group of cards.

### Establishing an Internal District Return Date

If your district decides to process all returns, it is important to establish a return date for all material. While the MI-Access assessment window is seven weeks long, district and school coordinators are strongly encouraged to have a discussion about establishing realistic deadlines for the return of assessment materials after testing. Before distributing materials to schools, determine the date by which materials must be returned to the district to ensure they will be shipped to the MI-Access contractor no later than May 30, 2018.

**Reminder:** All the P/SI student online score entries must be made by May 25, 2018 at 4:00 PM (EST).

If the materials are not shipped by May 30, 2018, there could be financial consequences. It may be necessary to charge districts/schools for the cost of processing late returns and/or missing labels on testing documents. The following table outlines those charges and fees.

Consequences of Late Return and Missing Pre-ID Labels					
Consequence	Description	Shipment Dates			
		On or before deadline	1–7 days after deadline	8–14 days after deadline	15+ days after deadline
Fee(s) Charged	Late shipment (per school)	—	\$250	\$250	Not scored
	Late processing (per FI answer document)	—	—	\$25	Not scored
	Missing barcode (per FI answer document)	\$10	\$10	\$10	Not scored
Reports	Data files provided	Yes	Yes	Yes	No
	Electronic reports provided	Yes	Yes	Yes	No
	Paper reports provided	Yes	Yes	Yes	No
	Results included for Accountability calculations	Yes	Yes	Yes	No

## Informing Others about Professional Practices

District MI–Access Coordinators must inform School MI–Access Coordinators and assessment administrators about the Assessment Integrity Guide available on the [MI–Access web page](http://www.mi.gov/mi-access) ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)). The Guide must be reviewed by all those involved with MI–Access prior to assessment administration and signing of the OEAA Security Compliance Forms. (See the Security section of this manual for more information on professional practices and security.)

## Distributing Assessment Materials to Schools

Once all the “before” steps have been completed, District MI–Access Coordinators may distribute assessment materials to each school participating in MI–Access, unless materials are shipped directly to schools. The MI–Access contractor will ship each school’s materials in a separate box (or boxes), so the district coordinator will simply need to inventory the materials and pass them along to the appropriate schools as packaged.

## During Testing

Although District MI–Access Coordinators do not have any specific tasks to complete during the assessment window, it is imperative that they be available to answer questions from School MI–Access Coordinators and relay any questions they cannot answer to the OEAA staff (see the Contact Information section of this manual).

If any testing irregularities occur before, during, or after testing, the District MI–Access Coordinator must file an incident report in the OEAA Secure Site as soon as possible. You will find detailed information on how to access and use the [Secure Site Incident Reporting tool](http://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf) ([http://www.michigan.gov/documents/mde/Incident\\_Reporting\\_520328\\_7.pdf](http://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf)).

In addition, District MI–Access Coordinators should check in periodically with School MI–Access Coordinators to make sure they have the materials and information needed to accurately administer the MI–Access assessments, and that professional administration practices are followed.

## After Testing

### Inventorying Returned Materials

Some schools will receive materials that include FI items in addition to P and SI materials. All MI–Access materials should be returned together. Here is a quick reminder of what is involved in the returns process.

- Return all answer documents on top of test booklets, listening scripts, Picture Cards, Assessment Administrator Booklets, and accommodated versions.
- Materials can be returned by the district or the school. If your district is shipping materials back to the scoring contractor, give the district your school’s Return Materials Kit if they do not already have it.
- If materials are being returned to the contractor by the school directly, locate the Return Materials Kit and follow the Instructions for Materials Return.
- Fill out the Special Handling Envelope and insert documents requiring Special Handling (e.g. word-processed or damaged pages), if you have any. Include the envelope with the other materials. If it is not used, the envelope does not need to be returned.
- Ensure materials are free of paper clips, sticky notes, rubber bands, and other extraneous items.

### Checking Special Handling Envelopes

Check each used Special Handling Envelope to make sure it was accurately completed. Once the contents and information are verified, put the materials back into the Special Handling Envelopes, and then put all the envelopes into one pile—but do not seal them. (See the diagram in Appendix E of this manual if you have questions about how to organize the materials inside the envelopes.)

## Preparing Materials for Return Shipment

The procedure for returning materials to the contractor for processing is very similar for districts and schools. For that reason, an explanation of the process has been condensed into the final section of this manual, "Material Return Instructions." There is also a diagram in Appendix E that outlines the sequence of how the material should be returned. For detailed information, refer to these two sections.

Instructions for Returning via FedEx Express®

The FedEx instructions for schools and districts are also similar to each other; they are included in the "Material Return Instructions" in the final section of this manual.

## Completing the Coordinator/Assessment Administrator Feedback Survey

When the district's assessment materials have been returned to the MI-Access contractor, the Coordinator/Assessment Administrator Feedback Survey should be completed at [www.mi.gov/mi-access](http://www.mi.gov/mi-access). The OEAA conducts this survey every test cycle to obtain feedback from the field on the assessment administration process.

## Checking Accountable Students and Test Verification

Information collected during the Accountable Students & Test Verification window identifies the answer documents that were sent in the online answer documents, and the demographic information that was in the MSDS. During the period when this window is open (during the month of June), district/schools must verify that:

- all students and their answer documents have been accounted for
- student demographic information is accurate
- students taking alternate assessments are flagged as "Special Education"

Note: if a MI-Access student is not flagged as special education the scores will be invalidated.

- any student tests with "Prohibited Behavior" or "Nonstandard Accommodations" are correctly flagged
- Expected to Test list has been reviewed
- the Not Tested Reasons have been reported (including any alternate social studies assessments that may have been administered for students taking P and SI in grades 5, 8, and 11)

The Accountable Students & Test Verification period is the final opportunity districts will have to

- report missing answer documents and students, and appeal/correct Prohibited Behavior and Nonstandard accommodations if incorrectly marked
- update student demographic information in the MSDS to be used for assessment reporting and accountability calculations
- appeal Students Expected to Test listings

Information of this screen/report also provides a list of enrolled students and demographic information that will be used for accountability purposes. For more information, see the instructions at [www.michigan.gov/securesitetraining](http://www.michigan.gov/securesitetraining).



# Materials Return Instructions (FI, SI, P)

Districts and schools have a choice of how they would like to return testing materials after testing is completed. For this reason, a Return Kit is included in every school's materials. Material to be returned includes used and unused test booklets (standard, Braille, and enlarged print), used Answer Documents (student completed and transcribed), CDs, word-processed pages, and Listening Scripts. The table below shows what to do with each material once testing is complete.

## How to Process MI-Access Test Materials After Testing

The following chart contains directions for material from all MI-Access assessments, not just P/SI.

Test Materials	Return to Scoring Contractor*	Schools Keep	Schools Destroy
Used Answer Documents	√		
Unused Answer Documents			√
Student Test Tickets and Test Rosters			√
Green Special Handling Envelope(s) with contents	√		
Used and Unused Test Booklets (grades 3–8 & 11)	√		
FI Accommodated versions of the test (Braille, enlarged print, audio CD, and AABBs)	√		
ELA Listening Scripts	√		
P/SI Scoring Documents		3 years	
P/SI Student Picture Cards	√		
OEAA Security Compliance Form(s)		3 years	
Biohazardous material (usually caused by student illness/accidents)			√**

\*See Appendix E for the Return Material Diagram for packing returns.

\*\* If the material is secure, please call the call center with the numeric portion of the secure bar code to report it is destroyed. This will alert the contractor who tracks all secure materials.

## Return Tools

The MI-Access contractor has provided districts/schools with several tools for returning materials, including:

- green Special Handling Envelopes
- FedEx Express airbills for shipping
- yellow Material Return stickers for the outside of return boxes

Districts and schools are encouraged to complete and return test materials as soon as testing is completed. Fees may be assessed for the late return of scorable materials.

Additional return materials may be ordered if needed during the Additional Material Order window.

## Step-by-Step Instructions for Materials Return

- Collect all used and unused assessment materials. Materials may be returned by district or school coordinators. Inventory all materials using the school packing lists and school security lists. If secure materials are missing, obtain them. Do NOT return security compliance forms, unused answer documents, or Scoring Documents for Participation and Supported Independence.
- Assemble answer documents (FI if returned) by doing the following:
  - Separate used answer documents from unused/blank answer documents. Make sure that all used answer documents are free of sticky notes, paper clips, or other extraneous materials and that the front covers are accurately completed.
  - Ensure that responses for students who received FI accommodations have been transcribed, if appropriate, onto the regular scannable answer document. Also ensure that no answer documents have been tucked inside of a test booklet.
  - Verify that each FI answer document being returned for scoring has a correct Pre-ID student barcode label. If any barcode labels are missing or incorrect, you may print them from the Secure Site ([www.michigan.gov/oeaa-secure](http://www.michigan.gov/oeaa-secure)). A \$10 fee may be charged for each scored answer document returned without a barcode label.
  - Group all mathematics answer documents together, all ELA: Expressing Ideas & Using Language documents together, and so forth. If you have any answer documents with word processed pages or any that require special handling, separate them from the other answer documents and follow the instructions for Special Handling below.
  - SPECIAL HANDLING: Some answer documents you are returning may require Special Handling. These are used secure documents that have been damaged, should not be scored for some reason, or include word-processed pages, etc. use the green Special Handling Envelope to return these materials. Complete the front of the envelope as directed by the instructions on the envelope. Ensure that any answer document that should not be scored is clearly marked "Do Not Score" at the top of the document. Make sure the student and item information is written on any word-processed pages and that the pages are inserted into the student's answer document. Do not return blank or unused answer documents in the envelope. The envelope itself does not need be returned if it is not used.

- Use the original shipping boxes to return your materials to Measurement Incorporated. If the original boxes are not available, use other sturdy boxes. Do not use copier paper boxes.
- Pack materials into the box(es) in the following order. Note that all secure items must be returned. A packing diagram is available in Appendix E of this manual. District coordinators may return materials for more than one school in the same box.
  - Begin by placing all used and unused assessment booklets and other test materials such as used or unused picture cards, listening scripts, and used or unused accommodated versions (CDs, enlarged print, or Braille) in the bottom of the box. Place the gold divider sheet on top of these materials. **DO NOT** return security compliance forms, P/SI Scoring Documents or unused answer documents.
  - If all of your materials will not fit into one box, make sure that the used answer documents are in Box 1 of your return shipment. If there are too many used answer documents to fit into one box, proceed by packing the remainder into Box 2.
  - Green Special Handling Envelopes being returned by your school(s) should be placed at the top of Box 1 on top of other regular used answer documents.
- Do not return the OSA Security Compliance Form to the Measurement Incorporated. The state requires districts to keep these forms on file for three years following the assessment administration.
- The Scoring Documents sheets that were used during the Participation and Supported Independence observations and online score entry should be retained by the school and do not need to be returned.
- After all your materials have been placed into the box(es), fill any excess space with crumpled paper or cardboard to keep the items protected during transit.
- Remove or black out any old shipping labels on the (box(es)). Then adhere a yellow Materials Return label to the top of each box. Fill in the district name and district code and the Box \_#\_ of \_#\_ fields for each box. Finally, securely seal each box with three strips of plastic shipping tape on both the top and bottom.
- Lastly, complete the "from" or sender's section on the FedEx Express airbill and attach it to Box 1 of your shipment. You only need one airbill on Box 1 of your entire shipment. Follow the instructions below to arrange your FedEx pickup. If you do not have enough yellow Materials Return labels and/or FedEx Express airbills, place an order for more on the Secure Site.

**NOTE:** Do not mark in any other section on the airbill. They have been preprinted with the accurate shipping destination and billing information.

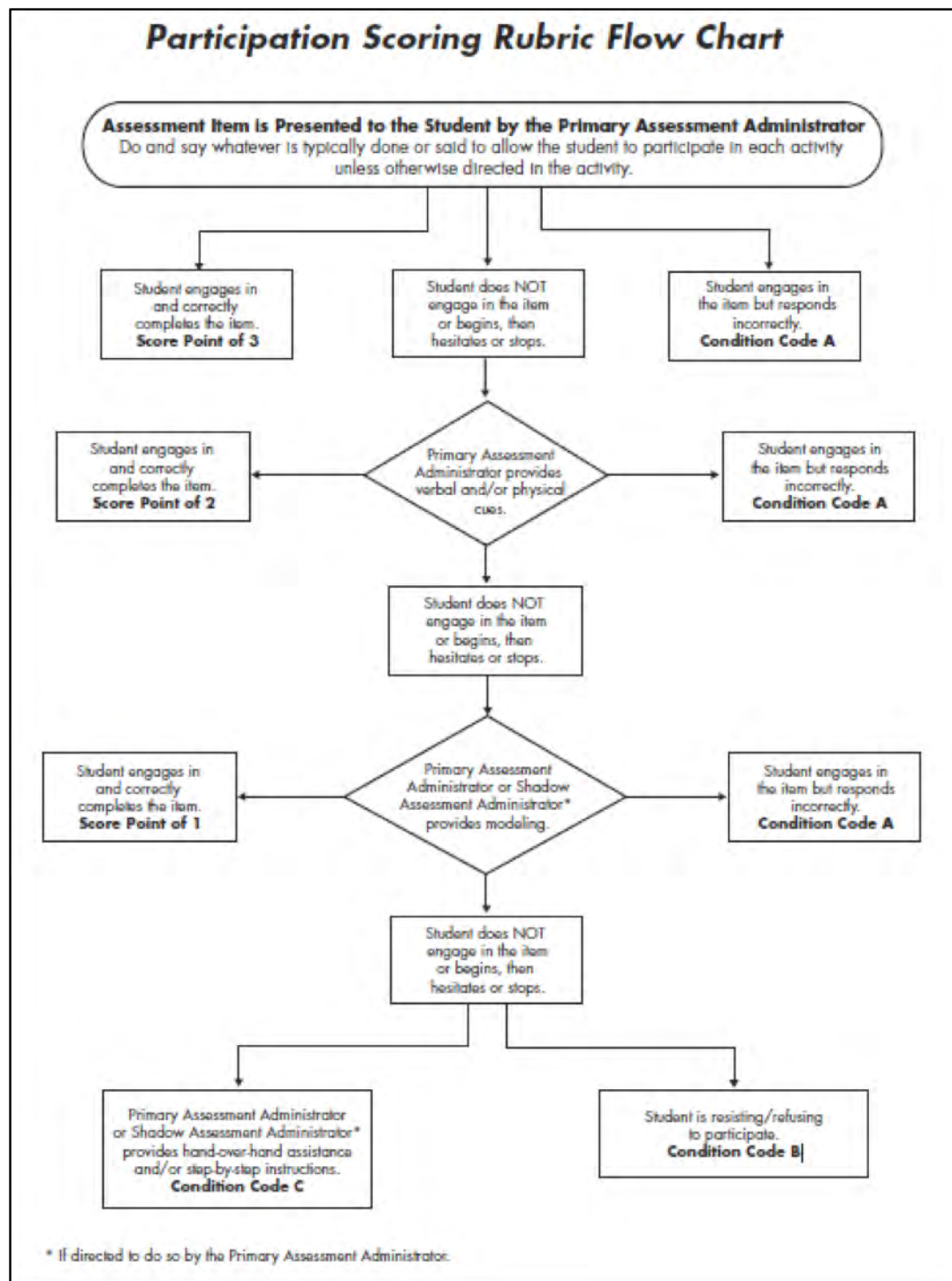
### FedEx Return Instructions

- Place the boxes where the FedEx driver normally delivers or picks up packages.
- To schedule a pickup, call 1-800-GoFedEx (1-800-463-3339). After the voice prompt--"Welcome to FedEx. In a few words, tell me what you're calling about."--you can press 9 or say, "Premier Customer Service Program."
- When prompted, enter 999 999 933 as the nine-digit FedEx account number. You should be transferred to a specialized Premier Customer Service Representative. If all Premier Customer Service Representatives are busy, your call may be forwarded to a regular Customer Service Representative. A Premier Customer Service Representative will be able to answer more MI-Access-specific shipping questions more accurately than a regular Customer Service Representative, but either will be able to help you schedule your MI-Access pickup if you specify that you need to schedule a FedEx Express pickup for the MI-Access project.
- Have the following information on-hand when you call:
  - your phone number (if you have called to schedule FedEx pickups or ship materials prior to this call, FedEx will have your address information in their system; otherwise, this information will have to be provided)
  - the pickup date
  - the total number of boxes you are returning
  - the average box weight (you can use 30 pounds per box as an average weight).
- For "multiple-piece shipments," the FedEx driver will produce individual labels for each box linking it to the airbill on Box 1. Retain the sender's copy of the airbill for your records, as it contains the master tracking number for your return shipment.
- After returning ALL your MI-Access materials for the 2018 administration, destroy any remaining FedEx Express airbills, as these are year-specific.

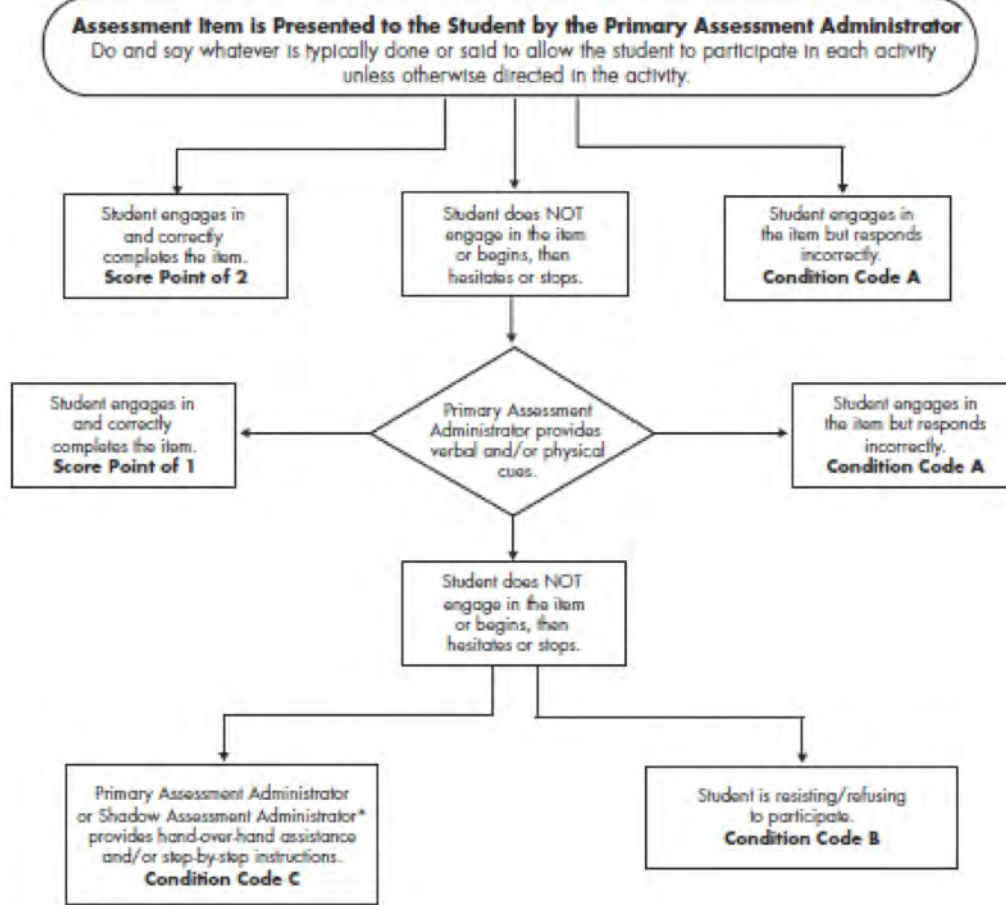
# Appendices

## Appendix A

### P/SI Administration and Scoring Rubric Flow Charts



## Supported Independence Scoring Rubric Flow Chart

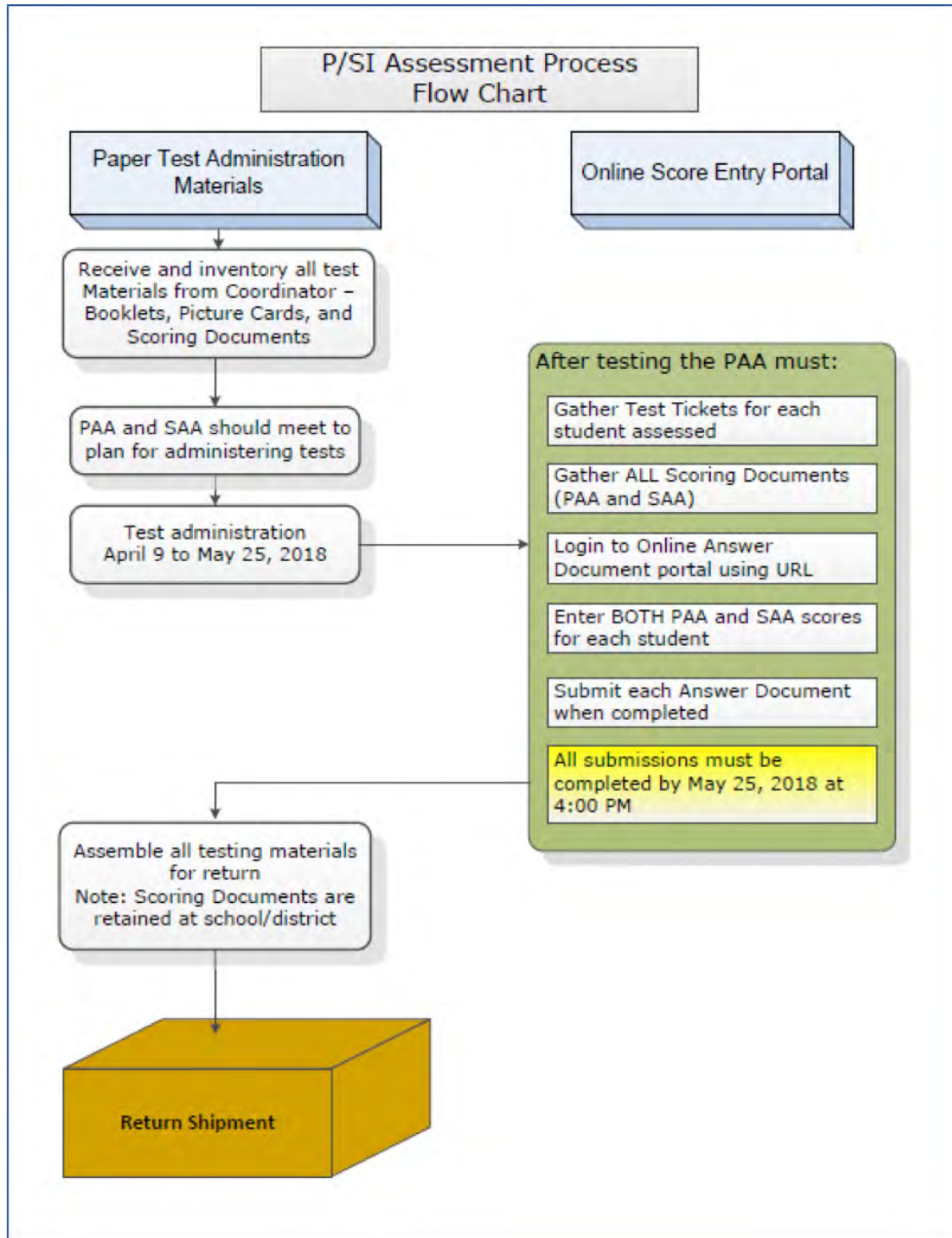


\* If directed to do so by the Primary Assessment Administrator.



### P/SI Assessment Process Flowchart

This flowchart is designed as a quick reference tool to help administrators view the entire process from beginning to end highlighting the uniqueness of the paper and the online features for P/SI. You may print this page a training tool and/or a reminder sheet.



### P/SI Assessment Process Flowchart

## Spring 2018 MI-Access List of Important Dates



## Spring 2018 MI-Access List of Important Dates

Start	End	Task/Activity	Mode
10/23/17	11/21/17	Online waiver window – request waiver to administer paper/pencil by <b>5:00 PM</b>	PP
11/06/17	05/22/18	Off-site Test Administration Requests	PP
01/08/18	02/13/18	Pre-identification of students for barcodes labels by <b>5:00 PM</b>	PP
01/08/18	02/13/18	Initial Material Order by <b>5:00 PM</b>	PP
01/08/18	02/26/18	Online test session setup in the Secure Site by <b>5:00 PM</b>	OL
01/08/18	05/25/18	Pre-identification of students by <b>5:00 PM</b>	Both
01/15/18	03/08/18	Alternate Insight Availability Request	OL
03/07/18	03/07/18	Online District and Building Coordinator Training WebEx - eDIRECT & Test Setup - watch Spotlight for details	OL
03/09/18	05/25/18	eDIRECT available for online test administrative tasks	OL
03/26/18	03/28/18	Materials arrive in schools - alternate delivery date not requested	Both
04/02/18	04/04/18	Materials arrive in schools - alternate delivery date requested	Both
04/03/18	05/22/18	Additional Material Order ( <b>closes at noon</b> )	PP
<b>04/09/18</b>	<b>05/25/18</b>	<b>Test Administration</b>	Both
04/09/18	05/25/18	Score entry P/SI Online Answer Documents by <b>4:00 PM</b>	Paper to Online
04/11/18	TBD	Preliminary Reports (within 48 hours of online test submission)	OL
05/30/18	05/30/18	Return of materials deadline	PP
June 2018		Verification of Enrollment - watch Spotlight for details	Both
June 2018		Verification of Answer Documents - watch Spotlight for details	Both
June 2018		Verification of not Tested - watch Spotlight for details	Both
TBD		Final Reports - watch Spotlight for details	Both

## Appendix B

### General Directions for “Do Not Read Aloud” Items

Although readers are a standard assessment accommodation on all MI–Access assessments, there are a number of items, or parts of items, that cannot be read aloud because doing so would give the answer away. Therefore, Do Not Read Aloud Tables have been developed and included at the front of each MI–Access assessment booklet. Assessment administrators need to review the tables prior to testing and note any items that cannot be read aloud in their own assessment booklets.

Following are descriptions—organized by content area—of the general types of items where reading aloud would be considered a nonstandard accommodation.

Please note that the Do Not Read Aloud table should be considered the final and correct reference for a given test.

ELA: Accessing Print and Using Language (FI)/English Language Arts (P/SI)

- All the MI–Access ELA items have been developed in such a way that they do not have specific limitation on reading aloud. The Do Not Read Aloud table on the inside cover should show N/A.)
- For items where picture answer choices are NOT accompanied by labels, the answer choices usually cannot be read aloud.

#### Mathematics

- For all coin/money items, the coin(s) or bill(s) must never be identified by name. The item stem can be read, but the money must not be named.
- For all base 10 block items, only the item stem should be read, never the key or answer choices.

- For items where reading the numeral or corresponding word in either the item stem or the answer choices would give the answer away, the answer choices cannot be read aloud. (See the example below.)

*Example:* What numeral represents the number seventeen?

A 7

B 17

C 27

- For FI sequencing items with numbers (e.g., 8, 10, \_\_, 14, 16), the numbers in the stem usually cannot be read aloud. Please reference the Do Not Read Aloud tables for exceptions.
- For sequencing items comprised of pictures/symbols (e.g., heart, circle, square, heart, circle, \_\_\_\_\_), the pictures/symbols in the stem and the answer choices usually cannot be read aloud.
- Keys cannot be read aloud.
- Picture answer choices that are NOT accompanied by labels usually cannot be read aloud.

#### Science

- Picture answer choices that are NOT accompanied by labels usually cannot be read aloud.

#### Social Studies

- Social Studies assessments usually do not contain any “Do Not Read Aloud” items. Consult the Do Not Read Aloud table for exceptions.

## Appendix C

### Participation Scoring Rubric Score Point and Condition Code Definitions

Below are definitions for the terms used in the score points and condition codes that comprise the MI-Access Participation scoring rubric. Some definitions are accompanied by examples of how to apply them, using sample assessment items that are available for public use.

**NOTE:** There may be assessment items that students with physical limitations and or sensory impairment might know how to complete correctly, but they cannot do so—because of their disability—without physical help from another individual. Providing physical assistance in these cases should NOT adversely affect a student’s score if he/she is capable of directing and then receiving the requested assistance. For example, if a student in a wheelchair is cognitively able to demonstrate his or her understanding of maps and directions by navigating through the school building to designated locations, but needs help to move the wheelchair or open and close doors, the student should not be penalized (or given a lower score) if he or she can direct another person on where to go and when to open and close the doors.

#### Score Point 3

**Correct with No Assessment Administrator Assistance:** The student correctly answers/ engages in the assessment item without assistance from the Primary Assessment Administrator (PAA), the Shadow Assessment Administrator (SAA), or anyone else.

#### Score Point 2

**Verbal and/or Physical Cues:** The student does not answer/engage in the item, or begins then hesitates or stops, necessitating prompting—or cues—from the PAA to encourage the student to start, continue effort, or get back on track. Verbal and/or physical cues include prompting to continue (e.g., saying “Good,” “Keep going,” “What’s next,” or “Show me your answer”; pointing to the area where picture

cards are located or where a task is to be completed; or touching the student’s arm to bring him/her back on task). The PAA can choose to (1) give verbal OR physical cues within an assessment item, (2) give verbal AND physical cues but at separate times within an assessment item, or (3) give both types of cues simultaneously (e.g., saying “Keep going” while touching the student’s arm to bring him/her back on task). Verbal/physical cues, however, must not give the answer away, tell the student how much of the assessment item remains, or cue the student that he/she has reached the end of the assessment item.

#### Score Point 1

**Modeling:** The student does not answer/engage in the assessment item after being provided verbal and/or physical cues, necessitating the PAA, or the SAA if asked, to demonstrate the correct completion of the assessment item in a manner that permits the student to observe what he or she is being asked to accomplish, short of hand-over-hand assistance.

#### *Examples of Modeling*

##### English Language Arts

- The student might be asked to participate in a verbal exchange (e.g., demonstrating a common courtesy word and/or phrase) with the PAA. If the student appears not to understand the directions and is unresponsive to physical and/or verbal cues, the task could be demonstrated, or modeled, by having the PAA and the SAA complete the communication exchange, thereby showing the correct process. Following modeling, the PAA would once again attempt to complete the item with the student.

## Mathematics

- The student might be asked to complete a sequence by passing a therapy ball back and forth with the PAA. If the student appears not to understand the directions and is unresponsive to physical and/or verbal cues, the task could be demonstrated, or modeled, by having the PAA and the SAA pass the ball back and forth, thereby showing the correct sequence. Following modeling, the PAA would once again attempt to complete the item with the student.

## Science

- In a selected-response item, the student might be asked to indicate which animal lives in water (a frog or a mouse). If the student's response mode is pointing, the PAA could ask the SAA the question and the SAA would point to the correct answer, thereby modeling what the student is being asked to do. Following modeling, the PAA would once again attempt to complete the item with the student.

**Condition Code A**

**Incorrect Response:** The student provides a response that is incorrect after he or she has engaged in the assessment item.

**Condition Code B**

**Resists/Refuses:** The student resists and/or refuses to answer/engage in the item.

**Condition Code C**

**Step-by-Step Directions:** Specific step-by-step verbal/signed/pictorial instructions provided to the student in order to inform him/her how to complete the task. After providing step-by-step directions, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his or her response.

**Examples of Step-by-Step Directions**

## English Language Arts

- The student might be asked to participate in a verbal exchange (e.g., demonstrating a common courtesy word and/or phrase) with the PAA. If the student has not responded to verbal and/or physical cues or modeling, the PAA may provide step-by-step directions to the student by explaining each step of the verbal exchange (i.e., telling the student what needs to be said next).

## Mathematics

- If the student has not responded to verbal and/or physical cues or modeling, the PAA may provide step-by-step directions to the student by explaining each step of the activity. For example, an assessment item might call for a student to perform a specified number of repetitions of an exercise. Since the student regularly does sit-ups as part of his or her physical education routine, the assessment administrator decides to observe the student performing sit-ups. Each step in the sequence of the sit-up is explained to the student for each of the repetitions (i.e., if the student is being observed performing 20 sit-ups, he or she is given step-by-step directions 20 times, perhaps by saying, "Up, down, up, down, up, down," etc.).

## Science Selected Response

- The student might be asked to indicate which animal lives in water (a frog or a mouse). If the student's response mode is pointing, the PAA might say, "The correct answer is frog, so point to the frog."

### Science Activity-Based Observation

- The student might be asked to indicate his/her hand during a familiar dressing routine when given directions (e.g., "Show me where your hand is," or "Point to your hand"). If the student has not responded to verbal and/or physical cues or modeling, the PAA might touch the student's hand and say, "This is your hand. Point to your hand."

Keep in mind that the purpose of step-by-step instructions is to give the student an opportunity to complete the assessment item for instructional purposes only.

**Hand-over-Hand Assistance:** Hand-over-hand assistance, which may be used alone or along with step-by-step directions, is provided when a student requires an assessment administrator to physically guide him or her through each step of the item or activity. After providing hand-over-hand assistance, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his or her response.

#### *Examples of Hand-over-Hand Assistance*

##### English Language Arts

An assessment item might require a student to select words paired with pictures that are associated with a specific task. If the student does not respond to the initial attempt to engage him or her in the activity and then does not respond to subsequent verbal/physical cues and/or modeling, the PAA may request that the SAA take the student's hands and physically guide him or her through the process of selecting the correct word or picture.

Mathematics

- An assessment item might call for the student to complete a sequence by passing a therapy ball back and forth with the PAA. If the student does not respond to the initial attempt to engage him or her in the activity and then does not respond to subsequent verbal/physical cues and/or modeling, the PAA may request that the SAA take the student's hands and physically guide him or her through each portion of the sequence.

### Science Selected Response

- The student might be asked to indicate which animal lives in water (a frog or a mouse). If the student's response mode is pointing, the PAA might say, "The correct answer is frog." He/she would then pick up the student's hand and use it to point to the frog.

### Science Activity-Based Observation

- The student might be asked to indicate his/her hand during a familiar dressing routine when given directions (e.g., "Show me where your hand is," or "Point to your hand"). If the student has not responded to verbal and/or physical cues or modeling, the PAA might pick up the student's right hand and say, "This is your hand." Then, he/she might use the student's left hand to point to the right hand, or wave the student's right hand to indicate it is the answer.

Keep in mind that the purpose of hand-over-hand assistance is to give the student an opportunity to complete the assessment item for instructional purposes only.



## Appendix D

### Supported Independence Scoring Rubric Score Point and Condition Code Definitions

Following are definitions for the terms used in the score points and condition codes that comprise the MI-Access Supported Independence scoring rubric. Some definitions are accompanied by examples of how to apply them, using sample assessment items that are available for public use.

#### Score Point 2

**Correct with No Assessment Administrator Assistance:** The student correctly answers the assessment item without assistance from the Primary Assessment Administrator (PAA), the Shadow Assessment Administrator (SAA), or anyone else.

#### Score Point 1

**Verbal and/or Physical Cues:** The student does not attempt to answer the item or begins then hesitates or stops, necessitating prompting—or cues—from the PAA to encourage the student to start, continue effort, or get back on track. Verbal and/or physical cues include prompting to continue (e.g., saying “Good,” “Keep going,” “What’s next,” or “Show me your answer”; pointing to the area where the task is to be completed; or touching the student’s arm to bring him/her back on task). The PAA can choose to (1) give verbal OR physical cues within an assessment item, (2) give verbal AND physical cues but at separate times within an assessment item, or (3) give both types of cues simultaneously (e.g., saying “Keep going” while touching the student’s arm to bring him/her back on task). Verbal/ physical cues, however, must not give away the answer, tell the student how much of the assessment item remains, or cue the student that he/she has reached the end of the assessment item.

#### Condition Code A

**Incorrect Response:** The student provides an incorrect response after he/she has engaged in the assessment item.

#### Condition Code B

**Resists/Refuses:** The student resists and/or refuses to respond to the item.

#### Condition Code C

**Step-by-Step Directions:** Specific step-by-step verbal/signed/pictorial instructions provided to the student in order to inform him/her how to answer the question. After providing step-by-step directions, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of “C” rather than a score point, regardless of his/her response.

#### *Examples of Step-by-Step Directions*

##### English Language Arts

- The student might be asked to participate in a verbal exchange (e.g., demonstrating a common courtesy word and/or phrase) with the PAA. If the student has not responded to verbal and/or physical cues, the PAA may provide step-by-step directions to the student by explaining each step of the verbal exchange (i.e., telling the student what needs to be said next).

## Mathematics

- If the student has not responded to verbal and/or physical cues, the PAA may provide step-by-step directions to the student by explaining each step of the activity. For example, an assessment item might call for a student to perform a specified number of repetitions of an exercise. Since the student regularly does sit-ups as part of his or her physical education routine, the assessment administrator decides to observe the student performing sit-ups. Each step in the sequence of the sit-up is explained to the student for each of the repetitions (i.e., if the student is being observed performing 20 sit-ups, he or she is given step-by-step directions 20 times, perhaps by saying, "Up, down, up, down, up, down," etc.).

## Science

- The student might be asked to indicate which animal is a reptile (a turtle, a frog, or a mouse). If the student's response mode is pointing, the PAA might say, "The correct answer is turtle, so point to the turtle."

Keep in mind that the purpose of step-by-step instructions is to give the student an opportunity to complete the assessment item for instructional purposes only.

**Hand-over-Hand Assistance:** Hand-over-hand assistance, which may be used alone or along with step-by-step directions, is provided when a student requires an assessment administrator to physically help him/her answer the item. After providing hand-over-hand assistance, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his/her response.

*Examples of Hand-over-Hand Assistance*

## • English Language Arts

- An assessment item might require a student to select words paired with pictures that are associated with a specific task. If the student does not respond to the initial attempt to engage him or her in the activity and then does not respond to subsequent verbal/physical cues, the PAA may request that the SAA take the student's hands and physically guide him or her through the process of selecting the correct word or picture.

## Mathematics

- An assessment item might call for the student to complete a sequence by passing a therapy ball back and forth with the PAA. If the student does not respond to the initial attempt to engage him or her in the activity and then does not respond to subsequent verbal/physical cues, the PAA may request that the SAA take the student's hands and physically guide him or her through each portion of the sequence.

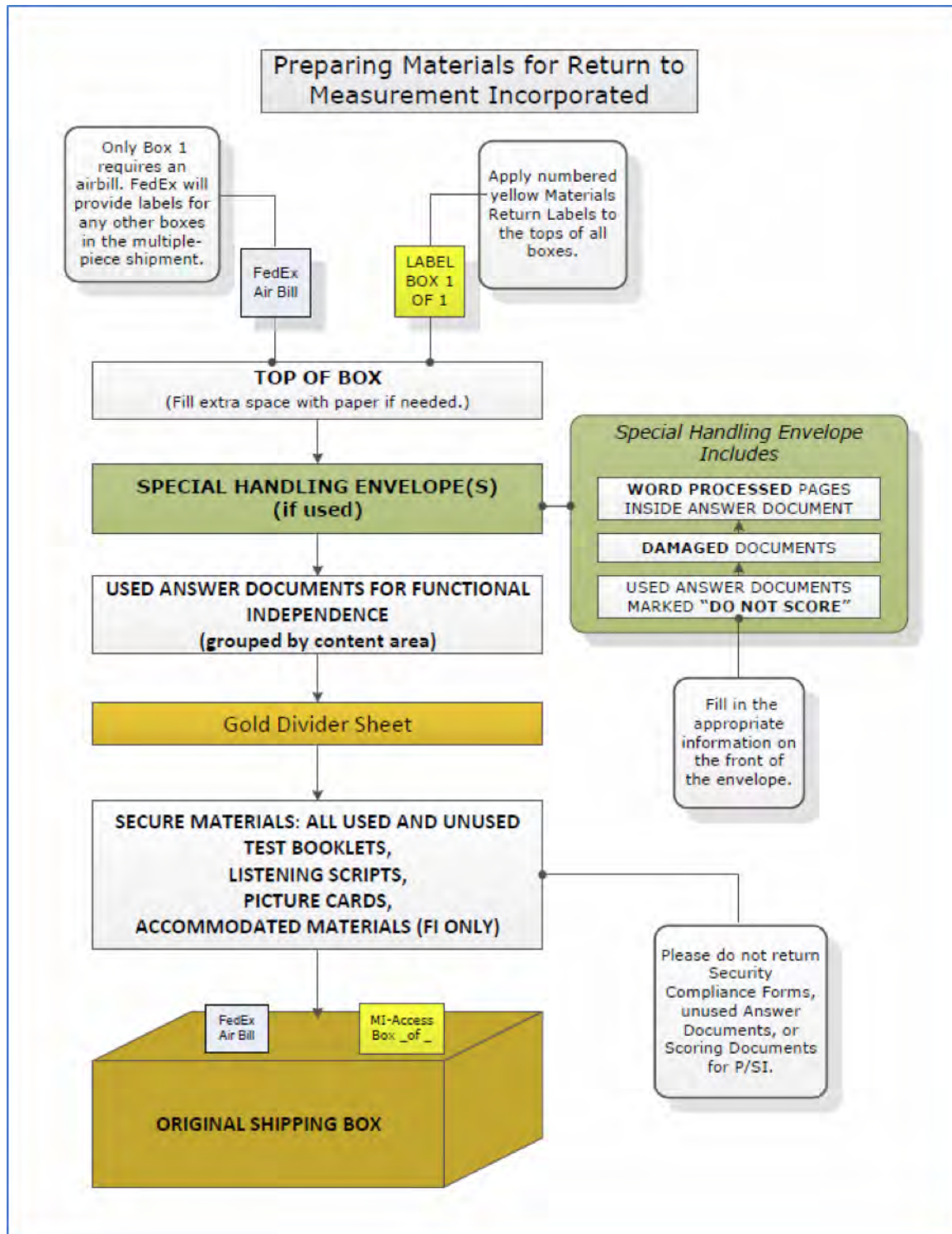
## Science

- The student might be asked to indicate which animal is a reptile (a turtle, a frog, or a mouse). If the student's response mode is pointing, the PAA might say, "The correct answer is turtle." He/she would then pick up the student's hand and use it to point to the turtle.

Keep in mind that the purpose of hand-over-hand assistance is to give the student an opportunity to complete the assessment item for instructional purposes only.

## Appendix E

### Return Materials Packing Diagram



## Appendix F

## Material Handling Instructions

## Return Instructions

## MI-Access Instructions for Materials Return

1. First, collect all your used and unused materials. Materials may be returned by **district or school coordinators**. Inventory all materials by using the school packing list and school security lists. If secure materials are missing, please obtain them. **Please do NOT** return security compliance forms, **unused** answer documents, or Scoring Documents for Participation and Supported Independence.
2. Secondly, assemble Functional Independence answer documents by doing the following:
  - A. Separate used answer documents from unused/blank answer documents. Make sure that all used answer documents to be returned are free of sticky notes, paper clips, or other extraneous materials and that the front covers are accurately completed.
  - B. Ensure that responses for students who received accommodations have been transcribed, if appropriate, onto the regular scannable answer document. Please also ensure that no answer documents have been tucked inside of a test booklet.
  - C. Verify that each answer document being returned for scoring has a correct 3D student barcode label. If any barcode labels are missing or incorrect, you may print them from the Secure Site ([www.michigan.gov/secure](http://www.michigan.gov/secure)). **A \$10 fee may be charged for each secured answer document returned without a barcode label.**
  - D. Organize used answer documents by type. Group all Mathematics answer documents together, all ELA/ Expressing Ideas documents together, and so forth. If you have any answer documents with **word processed pages** or **any that require special handling, please separate these** answer documents from the others and follow the instructions for Special Handling below.
  - E. **SPECIAL HANDLING:** Some answer documents you are returning may require special handling. These are **used** secure documents that have been damaged, should not be scored for some reason, or include **word processed pages**, etc. Please use the green special handling envelope to return these materials. Complete the front of the envelope as directed by the instructions on the envelope. Please ensure that any answer document that should not be scored is clearly marked "Do Not Score" at the top of the document. **Make sure the student and item information is written on any word processed pages and that the pages are inserted into the student's answer document.** Please do not return blank or unused answer documents. The envelope itself does not need to be returned if it is not used.
3. Use the original shipping boxes to return your materials to Measurement Incorporated. If the original boxes are not available, use other sturdy boxes. Please do not use copier paper boxes.
4. Pack materials into your box(es) in the following order. Please note that all secure items must be returned. A diagram is available in the appendix section in the MI-Access manual. District coordinators may return materials for more than one school in the same box.
  - A. Begin by placing all unused and unused assessment booklets and other test materials such as **used or unused picture cards, listening scripts, and used or unused accommodations** (CDs, enlarged print, or Braille) in the **bottom of the box**. Place the gold divider sheet on top of these materials. Please DO NOT return security compliance forms, RISE Scoring Documents or unused answer documents.
  - B. Place all **regular used answer documents** on top of the gold divider sheet. If all of your materials will not fit into one box, please make sure that the used answer documents are in **Box 1** of your return shipment. If there are too many used answer documents to fit into one box, proceed by packing the remainder into Box 2.

## Gold Divider Sheet



**Divider Sheet**



**Instructions:**

1. Please place this divider sheet on top of all used and unused/unscored print assessment booklets, assessment administrator booklets, accommodations materials, such as CDs, Braille, and enlarged print booklets, and picture cards.
2. Do not return unscored compliance forms, blank/unused answer documents, or scoring documents for participation and supported independence.

## FedEx Instructions

## Instructions for Returning via FedEx Express

1. Place the boxes where the FedEx driver normally delivers or picks up packages.
2. To schedule a pickup, call 1-800-GoFedEx (1-800-463-3339). After the voice prompt, "Welcome to FedEx. In a few words, please tell me what you're calling about," you can press 9 or say, "Premier Customer Service Program."
3. When prompted, enter 999 999 933 as the nine-digit FedEx account number. You should be transferred to a specialized Premier Customer Service Representative. If all Premier Customer Service Representatives are busy, your call may be forwarded to a regular Customer Service Representative. A Premier Customer Service Representative will be able to answer more MI-Access-specific shipping questions more accurately than a regular Customer Service Representative, but either will be able to help you schedule your MI-Access pickup if you specify that you need to schedule a **FedEx Express pickup** for the MI-Access project.
4. Please have the following information available when you call:
  - phone number (if you have called to schedule FedEx pickups or ship material prior to this call, FedEx will have your address information in their system; otherwise, this information will need to be provided)
  - the pickup date
  - the total number of boxes you are returning; and
  - the average box weight (you can use 30 pounds per box).
5. For "multiple-piece shipments," the FedEx driver will produce individual labels for each box linking it to the arrival on Box 1. Please retain the sender's copy of the arrival for your records, as it contains the major tracking number for your return shipment.
6. After returning ALL your MI-Access materials for this administration, destroy any remaining FedEx Express labels, as these are year specific.

## Return Cover Letter

**MI-Access  
Spring 2018  
Return Materials Kit**
**IMPORTANT! Please save the contents of this kit!**

This kit contains materials needed for the return of:

- 1) Scorable answer documents.
- 2) Used and unused test booklets and assessment administrator booklets.
- 3) Other used and unused secure test materials (including picture cards, listening scripts, CDs, enlarged print and Braille materials).

**Enclosed in this kit:**

- Instructions for Materials Return
- FedEx Airbills
- Yellow Materials Return Labels
- Two Gold Divider Sheets
- One Special Handling Envelope (green)

If you do not have enough of any of these items, a district-level user may order more on the Secure Site.

## Special Handling Envelope





**Special Handling Envelope**

**INSTRUCTIONS:** Please fill up all the response information below, insert the documents requiring special handling, and return this envelope with the rest of the following materials. Please do not return unused answer documents or booklets without this envelope.

District Code \_\_\_\_\_ District Name \_\_\_\_\_  
School Code \_\_\_\_\_ School Name \_\_\_\_\_

**CHECK THE REASON(S) FOR USING THIS ENVELOPE:**

☐ Word processed documents (YES) ☐ Damaged answer documents (YES)

☐ Read-on (YES/NO) ☐ Other \_\_\_\_\_

☐ **CHECK THIS BOX IF ANY OTHER DOCUMENT ENCLOSED IS NOT TO BE SCORED. PLEASE EXPLAIN:**

**WRITE "DO NOT SCORE" ACROSS THE TOP OF EACH ANSWER DOCUMENT THAT IS NOT TO BE SCORED.**

**WORD-PROCESSED PAGES:**  
All word-processed pages need to be attached to an administrative sheet to be inserted into the student's answer document AND properly identified with student response codes and assessment document ID to be used in project identification of EACH answer page. (Do not use a separate sheet for each page.)

<p><b>Option A</b></p> <p>on each page:</p> <ol style="list-style-type: none"> <li>1. Student's Barcode (print)</li> <li>2. Student name and birth date</li> <li>3. Student name and item number</li> </ol>	<p><b>Option B</b></p> <p>Write the following information on each page:</p> <ol style="list-style-type: none"> <li>1. Student name and birth date</li> <li>2. Student name</li> <li>3. Student name and item number</li> </ol>
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## OEAA Assessment Security Compliance Form

This document is designed to ensure that all individuals involved with the handling of any Michigan assessments understand the secure nature of the assessments and will comply with the security guidelines as stated in the **Assessment Integrity Guide (AIG)** and assessment administrator manuals. By signing this document, you certify that you understand and will comply with all security guidelines as stated in the **Assessment Integrity Guide** and assessment administrator manuals.

### Directions

#### TO COMPLETE:

1. Mark the corresponding box(es) next to your role(s) for the current assessment administration (for example, District Coordinator, Building Coordinator, etc.).
2. In the area under Educational Entity, district coordinators print district name only. All others print both district name and school name on the lines provided. If known, please provide school and district codes.
3. Date and sign the bottom of this page.

#### IMPORTANT:

Districts must keep all completed Security Compliance Forms on file at their district for a period of three years following the assessment window. Do NOT return completed forms to the testing contractor.

### 1. Assessment Roles (Mark ALL that apply)

- |  |   |
|--|---|
| <input type="checkbox"/> District Coordinator  | <input type="checkbox"/> Proctor                |
| <input type="checkbox"/> Technology Coordinator  | <input type="checkbox"/> School Administrator   |
| <input type="checkbox"/> Building Coordinator, Test Supervisor, or Back-Up Test Supervisor | <input type="checkbox"/> District Administrator |
| <input type="checkbox"/> Accommodations/SSD Provider or Test Accommodations Coordinator    | <input type="checkbox"/> Other _____            |
| <input type="checkbox"/> Assessment Administrator or Room Supervisor                       |   |

### 2. Educational Entity (PLEASE PRINT – Use full names)

School Name: \_\_\_\_\_ School Code: \_\_\_\_\_  
 District Name: \_\_\_\_\_ District Code: \_\_\_\_\_

### 3. Assurances

#### I agree and assure that:

1. I have access to and have read the AIG, especially the sections applicable to assessment security, preparation, and administration.
2. I have received training on the appropriate administration of the state assessments.
3. I have read the information and applicable instructions provided in the Test Administration Manual and I agree to administer assessments according to these procedures.
4. I understand my obligations concerning the security and confidentiality of these tests.
5. I am aware of the range of penalties that may result from a departure from the documented test administration procedures for the state assessments, and am aware of the range of penalties that may result from a violation of test security and confidentiality.

## Security Compliance Form (continued)

6. I am aware of my obligation to report any suspected violations of test security.
7. I have not and will not keep, copy, reproduce, paraphrase, distribute, review, or discuss any test materials that have not been released via posting on the web by the MDE.
8. I will not use test items, test booklets/answer sheets, or any of the information contained in an assessment to review/prepare students for a test unless and until it is released via posting on the web by the Department.
9. I will not alter or influence students' responses in any manner (indicate answers, point out rationale, prompt, etc.)
10. I will not disclose individual student test scores or test performance data to unauthorized persons.
11. I will keep embargoed data secure until the public release of testing data by the Department.

**I, the undersigned, do certify and attest to all of the following:**

I have had access to a printed or electronic copy of the **Assessment Integrity Guide** as published by the Office of Educational Assessment and Accountability (OEAA) of the Michigan Department of Education (MDE); and

I have read the sections applicable to assessment security, preparation, and administration; and

I have read the section regarding the duties and responsibilities of my role in the assessment process; and

I have followed the practices found in the current assessment manual(s) as they relate to my role; and

I acknowledge that assessment materials are secure and it is my professional responsibility to protect their security and integrity.

**Date:** \_\_\_\_\_ **School Year:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Printed Name:** \_\_\_\_\_

Note: Electronic copies of the **Assessment Integrity Guide** and assessment administrator manuals are available at [www.michigan.gov/oeaa](http://www.michigan.gov/oeaa). For further information, contact the Michigan Department of Education, Office of Educational Assessment and Accountability (OEAA), 608 W. Allegan St., P.O. Box 30008, Lansing, MI, 48909, call toll-free 877-560-8378, or e-mail [mde-oeaa@michigan.gov](mailto:mde-oeaa@michigan.gov).





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MI-Access Participation (P) Supported Independence (SI) Test Administration Manual (TAM)

Office of Standards and Assessment (OSA)

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